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# HOME OWNERS, TENANTS!

California Casualty's  
CTA-approved home  
insurance package  
policy gives you  
these five coverages



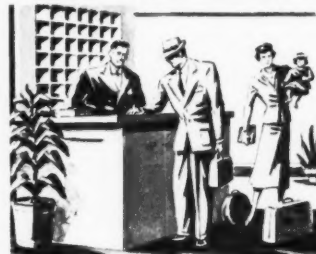
**ALL  
IN  
ONE**

at typical savings of  
\$52 for home owners  
and \$39 for tenants,  
compared to cost of  
similar protection  
with three to five  
separate policies.

SEE HOW MUCH YOU CAN SAVE!!! No matter when  
your present policies expire, return coupon at once  
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SAVINGS TO 40% are also available to CTA  
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**★ FIRE & ALLIED PERILS**  
Covers HOME OWNERS  
on Dwelling and Detached  
Buildings (including glass  
breakage), HOME OWNERS  
AND TENANTS on House-  
hold Goods and Personal  
Property—against fire, smoke,  
explosion, damage by non-  
owned vehicles or aircraft,  
riot, removal, hail, others.

**★ EXTRA LIVING COSTS**  
Covers HOME OWNERS  
AND TENANTS for added  
costs of living in temporary  
quarters and eating in restau-  
rants while damaged living  
quarters are untenantable fol-  
lowing loss covered by policy.

**★ THEFT: HOME & AWAY**  
Covers HOME OWNERS  
AND TENANTS on House-  
hold and Personal Property  
against theft (including from  
unattended locked automo-  
bile), burglary, robbery, and  
larceny; also damage caused  
by theft or attempted theft.

**★ PERSONAL LIABILITY**  
Covers HOME OWNERS  
AND TENANTS against li-  
ability for accidents on and of  
premises, including injuries  
caused by pets, children, sport  
activities. Also includes Pro-  
fessional Liability.

**★ COSTS OF DEFENSE**  
Covers HOME OWNERS  
AND TENANTS for court  
costs, legal fees, and other  
expenses of suits arising from  
personal liability for acci-  
dents. Pays even if such suits  
prove to be fraudulent.

CUT ALONG DOTTED LINES AND MAIL TODAY

CALIFORNIA CASUALTY INDEMNITY EXCHANGE—TEACHERS PLAN

417 South Hill Street, Los Angeles 13

550 Kearny Street, San Francisco

Please mail your exact premium and estimated savings for comprehensive protection on my particular property with the new, CTA-approved HOME INSURANCE PACKAGE policy for owners and tenants. This request does not obligate me to become a policyholder.

Teacher's Name _____	Spouse's Name _____
School Name _____	School City _____
Present Mailing Address _____	City _____ County _____
Location of Property To Be Insured (if same as Mailing Address, write "same") _____	School Phone _____
Building Construction: Roof: (wood) <input type="checkbox"/> Shingle <input type="checkbox"/> Comp- <input type="checkbox"/> Other (describe) _____	Present Phone _____
Frame Walls: (wood) <input type="checkbox"/> Brick <input type="checkbox"/> Other (describe) _____	Home Phone _____
If all persons permanently residing in your household are non-smokers, please check here <input type="checkbox"/>	Insurance now carried in California Casualty Teachers Plan: None <input type="checkbox"/> Comprehensive <input type="checkbox"/> Auto <input type="checkbox"/> Personal Liability <input type="checkbox"/> Teacher's Professional <input type="checkbox"/>

## HOME OWNERS (OR BUYERS) COMPLETE THIS SIDE

Date Present Dwelling Fire Policy Expires \_\_\_\_\_ Value of Building (Am't Ins. Desired) \$ \_\_\_\_\_

(If no policy, write "None")

Dwelling in city limits? Yes ☐ No ☐ Names of Main Cross Streets \_\_\_\_\_

If you are in a Special Fire District, please give its name \_\_\_\_\_

Ownership of Dwelling: Fully Owned ☐ Cal. Vet. ☐ G.I. ☐ FHA ☐ Other ☐

Name of Bank or other Mortgagee \_\_\_\_\_

## TENANTS (RENTERS OR LESSEES) COMPLETE THIS SIDE

Date Present Personal Property (Contents) Policy Expires \_\_\_\_\_ Value of Personal Property (Amount of Insurance Desired) \$ \_\_\_\_\_

(If no policy, write "None")

I live in (check one): Dwelling ☐ Private ☐ Apartment ☐ Other ☐

Number of Living Units \_\_\_\_\_

In Building: 1 to 4 ☐ (If over 4, show number of units) \_\_\_\_\_

Does the building contain any Business Premises (stores, shops, etc.)? Yes ☐ No ☐

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**MARCH 1959**

**Volume 55, Number 3**

**J. Wilson McKenney, Editor**

**Vivian L. Toewe, Advertising Mgr.**

**Norman E. Lubeck, Art Director**



**CALIFORNIA TEACHERS ASSOCIATION, 693 SUTTER ST., SAN FRANCISCO 2**

ROBERT GILBERT, classroom teacher in Corona schools, submitted the idea for the cover this month and Art Director Norman Lubeck modified it for a picture-story. We doubt whether Dad has seen the report card yet and Johnny isn't about to rush it to his attention. When home and school close ranks on Johnny following the parent-teacher conference, we'll expect an improvement in the youngster's scholarship. We have asked for a follow-up report on his grades a year hence . . . assuming, of course, that report cards are still in use then.

CTA JOURNAL is the official publication of the California Teachers Association. It is published the first of each month except June, July, and August. ENTERED as second class matter at San Francisco postoffice January 23, 1906, under Act of Congress of March 3, 1879. COPYRIGHT 1959 by the California Teachers Association, San Francisco, California. Permission to reproduce any portion must be granted in writing. Contents are listed in Education Index. Member of Educational Press Association of America. ADVERTISING: Orders and inquiries to CTA Journal, 693 Sutter St., San Francisco 2. National advertising representative: State Teachers Magazines, Inc., 307 No. Michigan Avenue, Chicago 1, Illinois. MEMBERSHIP DUES in CTA are \$22 a year, including Section and State, payable for the calendar year. Dues include subscription to CTA Journal. SUBSCRIPTION to CTA Journal for non-members is \$2 a year, foreign subscriptions \$3 a year. Group subscriptions to board members and lay leaders may be ordered by CTA-chartered local associations at \$1 per year for each. CHANGE OF ADDRESS: Members are requested to notify Membership Records department, CTA, 693 Sutter St., San Francisco 2, at least a month before normal delivery date for change of address, stating both old and new addresses. MANUSCRIPTS, photographs, cartoons, and special art on educational subjects are invited but the publisher of CTA Journal assumes no obligation for return or compensation. All correspondence should be addressed to the editor. Opinions of writers do not necessarily reflect policies of the California Teachers Association.

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## FROM THE FIELD

... statewide professional news

**FREDERIC W. HILE, Ed. D.**, professor of speech and psychology at El Camino College, became Higher Education Executive on the CTA staff effective February 16. He is a graduate of the University of Denver, where he earned bachelor and master's degrees in speech and psychology. He obtained his doctoral degree at University of Washington, where he taught for seven years in the department of speech. Dr. Hile also had teaching experience in Iowa and at Santa Barbara State College. His first duties as a CTA staff man will be to assist in formation of the 14-member CTA Commission on Higher Education, which will be described in next month's issue of the *Journal*.

CTA ended the first month of the calendar year with a paid membership of 89,163, which totals 10,818 more than the same date for a year ago. Each of the six Sections has reported substantial gains over 1958 figures. CSTA membership as of January 31 was 2,645, about even with the total a year ago. Apportionment by Sections of State Council membership for 1959 has been set at: Bay 88, Central 35, Central Coast 13, North Coast 9, Northern 30, Southern 156, affiliated and special representatives 25, total 356.

**NEW CHARTERS** granted by CTA board of directors include: No. 604, Yuba County Rural Teachers Association, Marysville; No. 605, Shasta Secondary Teachers Association, Redding, Shasta county; No. 606, Shasta College Faculty Association, Redding, Shasta county.

**SCIENCE SEMINAR**, reported in last month's *Journal*, is held at Pasadena high school, not at Caltech. Meetings are held four days a week, one hour per day, not one hour a week. Subject matter, on which help is provided by Caltech lecturers, is in the field of mathematics and science for exceptional students, according to Gene Six, coordinator of the program.

**LIBRARIANSHIP** at undergraduate and graduate levels will be offered in a six-week summer session at San Jose State College, June 22 to July 31. Information from Dora Smith, department head.

**POPULATION** landmark of 15 million in California will be reached about July 4 if the 1958 rate of growth continues (1200 a day). An economist for an auto club predicts that by 1980 the state will have a population of 31,000,000—and 17,000,000 motor vehicles!

**DR. LILLIAN MOLLER GILBRETH**, 80, "world's greatest woman engineer" (as reported in a *CTA Journal* biographical feature in April 1956) visited San Francisco to speak at an engineering institute. The mother in "Cheaper By the Dozen" and head of her own consulting firm, she is still a dynamo of energy.

**MINERALOGICAL** societies of California will have annual convention at the Fiesta Fairgrounds, San Mateo, June 26-28.

**RETIREMENT** recognition "for 38 years of service and outstanding leadership of the adult education program in Los Angeles city schools" is planned for E. MANFRED EVANS at Statler-Hilton hotel in Los Angeles evening of April 4.

**DR. WILLIAM B. LANGSDORF**, president of Pasadena City College since 1950, became head of the new Orange County State College March 1.

**SAN DIEGO** will be host to annual conference of California Elementary School Administrators Association March 22-25. Theme will be *Planning an Educational Program to Meet the Needs of Our Changing Times*.

**DR. LAWRENCE DERTHICK**, U.S. Commissioner of Education, will be a principal speaker at the annual study conference of California Association of Childhood Education, to be held at Hotel Senator, Sacramento, March 14-15. *All Children Have Gifts* is the theme of the conference.

**HIGH SCHOOL** Student Leaders Conference, 900 attending, was held February 21 at Chico State College. Students from 51 schools in northern California discussed student government problems.

**BAY SECTION** Department of Classroom Teachers will hold its sixth annual Good Teaching Conference at San Francisco State College March 7. **CENTRAL SECTION** has scheduled a similar conference at Fresno April 4. **NORTHERN SECTION's** eighth Good Teaching Conference will be held at Sacramento State College March 21.

**STATE INCOME TAX** deductions for educational expenses will be comparable to those allowed by federal regulations, is an opinion of CTA legal counsel. Attorney John B. Gibson reported to Bay Section board that "California State Franchise Tax Board has not yet adopted regulations similar to federal regulations, but . . . as a matter of administrative practice . . . teachers would be justified in claiming for state income tax purposes all educational expense deductions which are allowable under federal regulations."

**NORTHERN SECTION** Council at Auburn in January, swelled by attendance of legislative committee chairmen, credit union representatives, and chapter presidents, had a record attendance of over 350 in spite of rain. Contributions to Columbia school restoration fund and a fund for furnishing new headquarters building were reported.



# EDUCATION, U.S.A.

..... national professional news

**TO SET UP GOALS** that would finally become standard" would be the purpose of a privately-financed National Committee for Educational Standards proposed by President Eisenhower. He had no answer to the question of how school systems would pay for the presumably high standards suggested by the committee.

**ANOTHER PRESIDENTIAL PROPOSAL** is that cost of debt service on school construction loans be shared 50-50 by local and federal sources, as provided in S 1017. This provides federal credit—but no cash—thus maintaining a precarious balance in the current administration budget. It is estimated that a federal debt service commitment totaling \$600 million will back only about a quarter of the new school construction bonds which will be offered the investment market this year.

**RUSSIAN** is being taught in 143 high schools in the U. S. and its territories, Brooklyn College reports. Some 2400 students are learning the language. Eighteen months ago less than a dozen U. S. schools offered Russian study.

**MAJOR EDUCATION BILL** in Congress, with strong backing of NEA, is S 2, introduced by Sen. James E. Murray of Montana. Companion bill introduced in the House by Rep. Lee Metcalf of Montana and Rep. Frank Thompson, Jr., of New Jersey, may complete its course of committee hearings and be set for floor action about Easter time. Murray-Metcalf bill provides for \$1 billion in federal funds the first year, gradually increasing later. Sen. Murray, chairman of the Senate education subcommittee, damned the Feb. 8 administration proposal as the "Bankers and Bureaucrats Bonanza Act of 1959," said that it sidestepped the problem. He pointed out there is need for more than 140,000 new classrooms to be built at the rate of 68,000 a year and that local resources will not support the need in many areas.

**CAN AMERICA AFFORD BETTER SCHOOLS?** This is the title of a 16-page insert in February *NEA Journal*, pointing out that paying for good schools is a matter of values rather than wealth. We put more of our money into education 25 and 50 years ago than we do today, the report states. In 1902, education's share of all taxes was about 17 per cent, and in 1932 it was 25 per cent. Yet today, with the cost of education expected to double in the next ten years, only 12 per cent of our taxes go for the schools. It also points out that, though the federal government collects three out of four tax dollars, it pays only four per cent of the cost of public schools, with 96 per cent carried by local and state governments.

**MORE AGREEMENT** on national educational goals was called for by Secretary of Health, Education, and Welfare Arthur S. Flemming—and less reliance on fear of other nations—when he spoke at the NEA dedication last month. Assuming responsibility for helping our neighbors and setting national goals on teacher salaries and school construction he placed at top of his list.

**MASSIVE RESISTANCE** laws in Virginia were declared unconstitutional, as expected. Schools remained closed, however, as Gov. Almond declared "We have just begun to fight." He is appointing a study committee to prepare new anti-integration laws for submission to a special session of the Virginia General Assembly.

**FUNDS FOR VOCATIONAL** education programs have been released by U. S. Office of Education to 23 states, totaling nearly \$1 million. On matching basis, money will be used to train highly skilled technicians. California's first allotment under National Defense Education Act is \$85,225.

**CONTENT OF CURRICULA** for preparation of elementary and high school teachers will be the major subject before the 14th annual national conference of National Commission on Teacher Education and Professional Standards. More than 850 participants are expected at the conference to be held June 23-26 on the campus of the University of Kansas at Lawrence.


**AWARDS OF \$13,500** will be offered this year in an expanded Science Teacher Achievement Recognition awards program announced by NSTA (NEA). STAR '60 will reward science teachers for reports of effective practices in teaching of science. Open to all teachers, competition will close December 15. Information from NSTA, 1201 16th St., N.W., Washington 6, D. C.

**ELECTRONIC** and photographic paraphernalia designed to make teaching better, easier, and more interesting will be featured at the convention of the NEA Department of Audio-Visual Instruction April 13-16 at Seattle, Washington. An exhibit of van Gogh paintings has been arranged.

**FEDERAL ASSISTANCE** for classroom construction, teachers' salaries, and competitive federal scholarships must be enacted "if the nation is to continue to develop future leaders of strength and wisdom from all its ranks," said Senator Hubert H. Humphrey (D., Minn.) at the national convention in Philadelphia of the National Association of Secondary School Principals.

**REDEDICATION** of the profession to its ideals, symbolized by the ceremonies last month at NEA's new headquarters building, was the plea of Chairman A. C. Flora of the NEA board of trustees. He said, "Each of us can pause for a moment and take pride in this magnificent building, which symbolizes the strength and unity of our profession."

# TEACHERS!



## WIN A FREE SUMMER SCHOLARSHIP...

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The American Seating Contest is easy and fun. There's nothing to buy. All you do is complete the following statement in 25 words or less: "Properly designed classroom furniture is important because . . ." That's all there is to it. Scholarship award will be made in cash.

**The next forty winners** will receive a \$200.00 summer scholarship cash award. All full-time teachers within the continental United States and Alaska are eligible to enter. So, if you're a teacher, don't miss this exciting opportunity for a free scholarship!

**Here's a tip** that may help you win: Our new booklet, *The Facts about School Furniture Today*, is packed with the latest information about all types of furniture for schools. You can obtain a copy by writing: American Seating Company, Grand Rapids 2, Michigan.

### JUST FOLLOW THESE SIMPLE RULES

1. Complete the following statement in 25 words or less: "Properly designed classroom furniture is important because..."
2. Prizes will be awarded to the writers of the most apt, original, and sincere statement in the opinion of the judges, The Reuben H. Donnelley Corporation. Their decision will be final. In case of ties, duplicate prizes will be awarded. No entries will be returned. By submitting an entry, and in consideration of its being accepted for judging, you consent to the American Seating Company using such entry or any part thereof for advertising purposes, and consent that your entry, contents, and any ideas contained therein become the property

of the American Seating Company.

3. Submit your entry on a post card or in a letter. Include your name and address, and the name and address of the school where you teach. **Address your entry to: Scholarship Contest, P.O. Box 5233, Chicago 77, Illinois.**
4. You may submit as many entries as you wish, but no more than one prize will be awarded to any one individual.
5. Entries must be postmarked not later than midnight, April 11, 1959, and received by April 21, 1959. Entries must be original work of contestant.
6. This contest is open to all school teachers under full-time contract—in

any public, parochial, or private school within the continental limits of the United States—except employees of the American Seating Company, their representatives, their advertising agencies, and members of their respective families. Contest subject to all Federal, state, and local regulations.

7. Winners will be notified by mail, approximately one month following the close of the contest. The complete list of winners will be sent to all contestants requesting one, and sending a stamped, self-addressed envelope to: Advertising Department, American Seating Company, Grand Rapids 2, Michigan.

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# We Are All Teachers

*This is an abridged portion of the speech delivered by Dr. Arthur F. Corey, CTA executive secretary, at the dedication of the NEA headquarters in Washington February 10.*

FOR MANY YEARS the idea has been persistently promoted that professional organizations are not teachers' associations but educational associations. Although done with the best of motives, this thinking has taken the spotlight off "teaching" and "learning" and placed it on a very indefinite and fuzzy generalization called "education." If the medical profession had followed similar logic it would have called its organization "The American Health Association." This would have been altruistic, would have emphasized the public interest, but would not have properly defined the nature and function of the medical association.

Even though the name of an organization is not as important as the focus of its program, the peculiar power of the words used to describe it cannot be ignored. Words have emotional connotations as well as meaning. In dealing with ideas where general public understanding and acceptance is necessary one must be content to use words which mean essentially the same thing to most people. These are simple words. This truth is illustrated by a simple quatrain adapted from Edith Daley:

*For "love" and "home" are little words;  
And "mother," "sea" and "star,"  
And yet they help the heart to find  
Where God and glory are.*

It is far more than coincidence that these words are all Anglo-Saxon in derivation. Short, simple words, meaning essentially the same to all people and carrying emotional drive along with meaning. Consider these other Anglo-Saxon words: weep, hate, fire, glad, sad, kiss, snivel, blood, lust, hunger, thirst. Latin and Greek derivatives give our language variety and infinite beauty but the primitive power of the Anglo-Saxon is felt even by those who have come from an entirely different cultural background.

The words which the profession cherishes are apt to be the erudite specimens. Educable, edu-

cative, maturation, and integration are held in great regard. Co-ordination, supervision, administration, homogeneous, curriculum and evaluation—these are fair samples of technical vocabulary. They are words with accurate meanings to a few people but with little emotional connotation to anybody.

The Anglo-Saxon words in the professional lexicon are child, school, learn and teach. Chaucer says of his pilgrim scholar in the prologue to the Canterbury Tales, "And gladly wolde he lerne, and gladly teche."

"To learn" and "to teach" had meaning and emotional connotation then . . . and still do. It is teaching which is the center, the life, the significance of this complicated process we love to call education.

The profession has left its flank cruelly exposed. In many respects it has itself sown the whirlwind of abuse and criticism which is now being heaped upon the "educationists." Perhaps "educationists," at least some of them, could be defined as those who have felt themselves too good or too different to be called "teachers." The professors who proudly have been "teachers of teachers" have not hesitated to join a teachers association. School administrators who recognize that their job is to facilitate teaching and learning do not resent being called teachers. The administrators who have deserved the present criticism are those who have been school managers. The well managed school is not always the well taught school.

Teaching and learning have always been in good repute. Good teachers stand high not only in the minds but in the hearts of our citizens. The public must be made conscious that teachers organizations are not divorced from teaching and learning but in fact are the vehicles through which teachers work to upgrade their own effectiveness.



A.F.C.



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# CALENDAR

## MARCH

5-7-Department of classroom teachers, annual southwest regional conference, NEA; Salt Lake City, Utah

6-Commission on Educational Policy; San Francisco

6-Bay Section board of directors meeting; Burlingame

6-Southern Section board of directors; Los Angeles

6-Southern Section chapter presidents workshop; Los Angeles

6-7-Department of Classroom Teachers Southwest regional meeting, NEA; Hotel Utah, Salt Lake City, Utah

7-State Department of Education meeting on credential revision (last of six meetings held statewide); Santa Barbara high school auditorium, Santa Barbara

7-Northern Section ethics and professional relations conference; Chico

7-Bay Section good teaching conference; Burlingame

9-14-National Art Education Assn., NEA fifth biennial conference; Hotel Commodore, N. Y. City.

10-11-California Junior College Assn., spring conference; Long Beach

10-12-California Congress of Parents and Teachers, Inc., State board of managers meeting; Statler-Hilton Hotel, Los Angeles

11-13-American Assn. of Junior Colleges, spring conference; Long Beach

11-13-California state curriculum commission; San Jose

12-14-State board of education meeting; San Jose State College, San Jose

12-14-American Assn. of Junior Colleges, annual conference; Long Beach

13-Retirement workshop; CTASS, Los Angeles

13-Southern California Junior College Assn., spring conference; Long Beach





## *CTA Building Reaches Finishing Stages*

Headquarters structure in Burlingame will be functional center for professional activities of California teachers



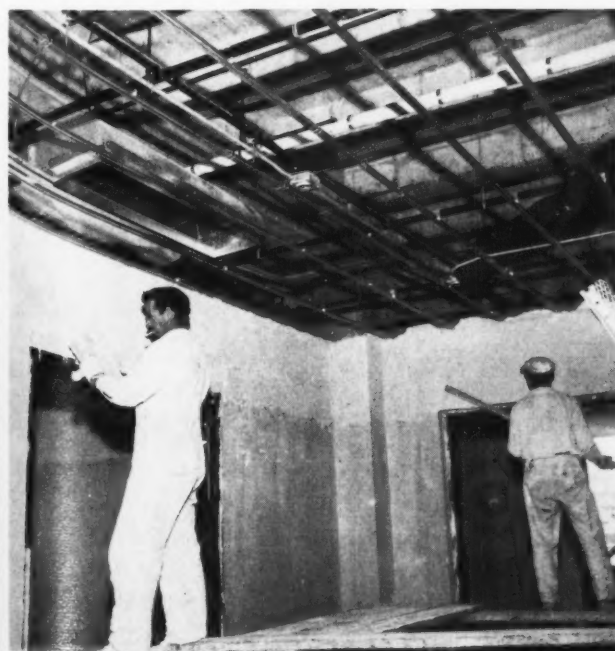
STARK AND CAV-  
ERNOUS, the skeleton  
of CTA's new head-  
quarters building at  
1705 Murchison Drive,  
Burlingame, sheds the  
last of its concrete forms  
as workmen begin in-  
terior finish. With its  
conference centers and  
staff facilities, this struc-  
ture will house activities  
destined to help every  
teacher in California.  
Left, workmen place  
steel sheets on the con-  
ference wing, covering  
later with concrete and  
asphalt. Right, heavy  
layers of felt and hot tar  
go on the main roof to  
assure dry conditions  
for four months of fin-  
ishing work.



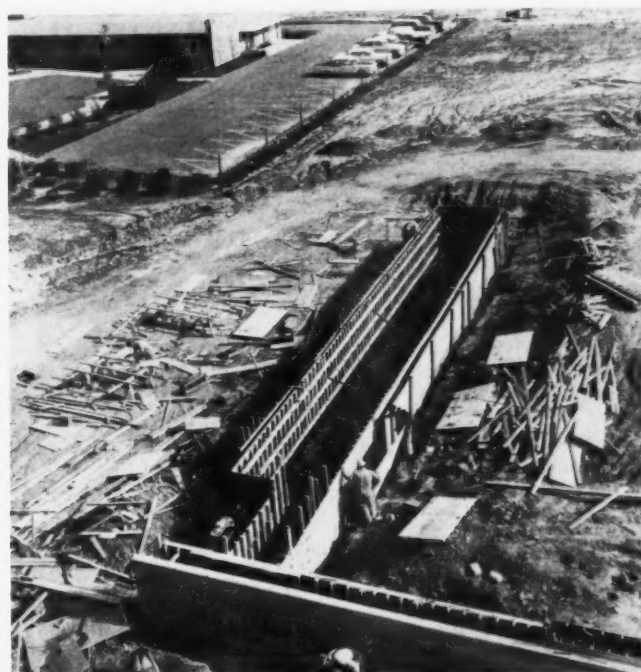




A PENTHOUSE structure houses power equipment for automatic elevators as well as complex air conditioning equipment. Above, a workman moves a huge motor and brake assembly into position above the four-floor shaft. Right, a section of air conditioning conduit goes into place, where it will eventually be hidden between ceiling and floor above. All photographs by Madison Devlin



PLASTERERS (above) apply first coats of plaster on partition walls of steel and mesh. Right, looking down from the roof toward the parking area of the CTA Bay Section headquarters, the visitor sees the outlines of a large planter box which will beautify the entrance to the lobby.



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## Dependent Plan Added to CTA Life Insurance

Effective March 1 supplemental dependent life protection coverage will be available to holders of CTA group life insurance policies.

For an additional 50 cents per month, those enrolled in the CTA group life plan may buy the added protection, which provides that the insuring member will be the beneficiary in the event of the death of spouse or dependent child. There is no limit on the number of eligible dependents covered. Value of the term life insurance is \$1000 for the spouse and \$500 for each child. A dependent child is defined as one aged from 14 days to 19 years, but the law allows a death benefit of only \$100 for a child under age six months.

A number of insurance companies have been advertising new family plans, but the cost, in too many cases, is prohibitive. The addition of "Dependent Life Protection" to the group life plan will make the CTA program a family plan at a cost most teachers can afford. It should be made clear that the additional charge of 50 cents per month covers all eligible dependents. For example, an insured having a wife and four children living at home or in college would be getting an additional \$3,000 of insurance for a total cost of only \$6 per year. Similar coverage for an insured having a wife and six children would be \$4,000 at the same cost. The insurance panel reported to the board of directors that the new benefit will increase teacher interest in the CTA group life insurance plan, which now represents over 35 million dollars in force.

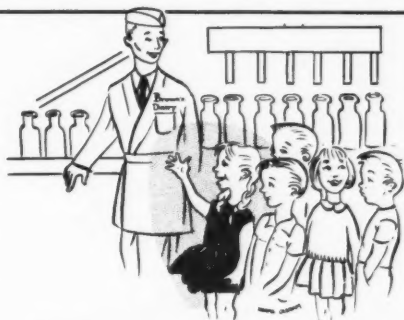
CTA chapters not currently enrolled in the CTA plan now have an added incentive for investigating this Association-sponsored plan. Field representatives of the Occidental Life Insurance Company will assist any local chapter in promoting the plan or in the actual process of enrolling. Assistance can also be secured from the CTA Special Services Department, San Francisco.

## Rules for Pupils In the Soviet Union

*Dr. Glen T. Goodwill, superintendent of schools at Santa Monica, wrote the article for last month's Journal comparing Soviet and U.S.A. schools. On his trip through the Soviet Union last summer he secured a copy of the regulations governing the conduct of students in the "Red Schoolhouse." How do these rules compare with the rules in your California school?*

### *It is the duty of every school child:*

1. To acquire knowledge persistently in order to become an educated and cultured citizen and to be of the greatest possible service to his country.
2. To study diligently, to be punctual in attendance, and not arrive late at classes.
3. To obey the instructions of the school director and the teachers without question.
4. To arrive at school with all the necessary textbooks and writing materials; to have everything ready for the lesson before the teacher arrives.
5. To come to school clean, well groomed, and neatly dressed.
6. To keep his place in the classroom clean and tidy.
7. To enter the classroom and take his place immediately after the bell rings; to enter and leave the classroom during the lesson only with the teacher's permission.
8. To sit upright during the lesson, not leaning on his elbows and no slouching; to listen attentively to the teacher's explanations and the other pupils' answers, and not to talk or let his attention stray to other things.
9. To rise when the teacher or the director enters or leaves the room.
10. To stand at attention when answering the teacher; to sit down only with the teacher's permission; to raise his hand if he wishes to answer or ask a question.
11. To take accurate notes in his assignment book of homework scheduled for the next lesson, and to show these notes to his parents; to do all the homework unaided.
12. To be respectful to the school direc-



*"I want to see the machine that paralyzes the milk."*

## California Casualty Moves to New Office

California Casualty Indemnity Exchange, underwriters of the CTA automobile and fire package insurance plans, will move its head office to 550 Kearny Street, San Francisco, effective March 2. The new phone number will be EXbrook 7-3500.

Policyholders in the five northernmost CTA Sections will use the San Francisco address when requesting information or service regarding accounting, renewal, or rating matters. There will be no change in address or phone number for the Los Angeles office, which services accounts in the Southern Section.

CTA members not now insured under either of the Cal Casualty plans may obtain information by clipping coupons on inside front or back covers of the *CTA Journal* and mailing them to either the San Francisco or Los Angeles office.

Don Saffholm, manager of the teacher plan department, reports that inquiries have stepped up about 10 per cent during the early spring months. The automobile plan alone now enrolls approximately 25,000 CTA members, with a growing proportion covering two or more cars to the family.

tor and teachers; when meeting them, to greet them with a polite bow; boys should also raise their hats.

13. To be polite to his elders, to behave modestly and respectfully in school, on the street, and in public places.

14. Not to use coarse expressions, not to smoke, not to gamble for money or for any other objects.

15. To protect school property; to be careful of his personal things and the belongings of his comrades.

16. To be attentive and considerate of old people, small children and the weak and sick; to give them a seat on the trolley or make way for them on the street, being helpful to them in every way.

17. To obey his parents, to help them to take care of his small brothers and sisters.

18. To maintain cleanliness and order in rooms, to keep his clothes, shoes, and bed neat and tidy.

19. To carry his student's record book with him always, to guard it carefully, never handing it over to anyone else, and to present it upon request of the teacher or the school director.

20. To cherish the honor of his school and class, and defend it as his own.



# CTA-SS Study Cruise to Be Unique Event

WITH 198 TEACHERS signed up by midFebruary and a prospective group of 250 expected, CTA Southern Section has completed plans for what promises to be one of the most interesting and unique study cruises ever undertaken.

The six-week "university afloat" program of the Section in cooperation with the University of Southern California is being greeted across the country as an exciting first in educational travel. Teacher representatives of 16 states have registered for the study cruise, all of them active members of their respective teacher associations.

Booking the *S.S. Mariposa*, luxury liner of the Matson Navigation Company, late last summer, Section officers worked out a 46-day itinerary to include Tahiti, New Zealand, Australia, Fiji, Samoa, and Hawaii.

Departing from San Francisco or Los Angeles on June 21 and 22, the *Mariposa* will cross the equator before the end of the month, arriving at Tahiti in 7½ days. In addition to a varied schedule of sightseeing at ports of call, tour members will have the cooperation of the Ministries of Education, providing a unique opportunity to study the educational systems of the countries visited.

As outlined in display advertising appearing in *CTA Journal* in this and recent issues—and in several brief news stories—the Section's undertaking in educational travel is made especially noteworthy in that the cultures of the South Seas countries will be studied at the same time participants are visiting those countries.

Distinguished professors from USC's summer session staff will con-

duct three core courses in anthropology, geography, and culture. The university will provide an excellent working reference library and classes will meet regularly aboard ship. Academic standards have been set to qualify for six semester units of credit.

For those desiring credit (and on registration with USC at \$20 per unit) income tax deduction will be available for total tuition cost as well as part of the travel cost. In order to take this deduction, however, the teacher must enroll for at least four units of credit. Maximum amount of travel cost deductible has not been clearly determined by Internal Revenue Service but current rulings indicate at least a major portion will qualify.

Tour director will be Dr. Lionel DeSilva, executive secretary of CTA Southern Section. He will also conduct a course in organization and administration of public education, with special reference to the countries visited.

Dr. Joseph E. Weckler, professor of anthropology at USC and a famous writer and lecturer (a member of the NEA-AASA Educational Policies Commission), will teach courses in the culture and languages of the Polynesian peoples. Two classes will be titled "Peoples of the South Pacific" and "Social Anthropology of Contemporary America."

Dr. Theodore H. E. Chen, director of Asiatic Studies at USC and a former professor at Formosa, will lecture on the Orient. His distinguished wife, Dr. Wen-Hui Chen, will conduct a class in "Family and Social Life in the Orient."

Dr. James H. Butler, Cecil DeMille professor of drama at USC and head of the department, will teach courses on recent plays and experimental theatre and production.

Dr. John W. Reith of USC's department of geography, president of the Los Angeles Geographical Society, will conduct courses in human geography (with reference to the South Seas islands) and "Geography for Teachers."

Dr. Nora Weckler, wife of the noted anthropologist and herself a

professor at Los Angeles State College, will conduct classes on exceptional children and abnormal psychology.

First class accommodations offering deluxe rooms with full air conditioning, shipboard entertainment, dancing, swimming, and excellent dining, are listed by Matson. Type of accommodations range from \$1035 to \$1995.

Of those now reserving places on the study cruise, 12 will leave the ship at Hawaii in order to return to the mainland on a later sailing. Six others will leave the party at Tahiti for an extended visit.

Although the study cruise was designed to provide professional improvement and credential requirements, enrollment in the credit courses is not a prerequisite for cruise reservation. Further information on the cruise and the core courses may be obtained from California Teachers Association, Southern Section, 1125 West Sixth Street, Los Angeles, phone HUntley 2-5660. ★★

## Summer Seminar to Europe Is Sponsored by CCS

A seminar in comparative education sponsored by CTA Central Coast Section will be a major project in international study this summer. In cooperation with U.S. Dept. of State, teachers will participate in seminar sessions in eight European countries, earning five semester units of graduate credit from California Western University at San Diego. It was hoped that the tour might be extended to include Russia.

Duncan Sprague, president of Central Coast Section, says early announcement of the seminar-tour has received an enthusiastic response and registration has been opened to all CTA members. Arrangements have been made for departures from San Francisco June 12 and 19 and other groups may be added. Further information about the seminar will be found on page 35. ★★

National Library Week,  
April 12-18, reminds us to

# Wake Up and Read

"WOULDN'T have time to use the library if we had one, and furthermore, I have more material to cover than I have time to teach," is not an unusual remark by a frustrated instructor who feels that he must teach every word, letter and symbol in the assigned textbook. "After all," he says, "this text has been approved by the state department of education and local school board for teaching the subject field."

If you are one of those verbatim machines which records and repeats only what is in the textbook, this article is not for you. But if you are one who desires to use his text as a guide and not a Bible, then read on to the finish.

Dr. Julio Bortolozzo, president of City College of San Mateo, said at a recent Northern California Junior College Association meeting at Berkeley: "Knowledge of and use of the library is basic for a good instructor."

There is no course offering in the California teachers education program which enables a prospective teacher to learn the use of books and libraries. He is a fortunate person who by personal interest has learned to use the vast and important resources which are available in our libraries today.

"Tempus fugit" but it is not too late to orientate yourself and your students. Elsa Benner, in her new book, *Integrating Library Instruction*, stresses the importance of gaining competence in the use of the library during junior high school years.

Dr. Edwin T. Ingles, dean of instruction, Modesto junior college, and Phillip Onstatt, anthropology instructor, Sacramento junior college, during the Berkeley Library Conference, stressed the importance of fac-

(Continued to page 40)

## Gloria E. Kast

Miss Kast is librarian of American River junior college and president of the Association of Northern California Junior College Librarians.



Little children love to hear stories read from books, as every primary teacher knows. Oakland schools photo.



Most appreciated study area at Sacramento's American River junior college is this browsing area in the new library, equipped with leather upholstered chairs in bright colors.

# President of Cal Tech and His Former Physics Teacher Win Golden Key Awards



**SENIOR STATESMAN OF SCIENCE.** Lee A. DuBridge received the fourth annual Golden Key Award at the AASA convention. The award is for significant contribution to the national welfare. The Journal has published other features about him.

**A** KEY MAN behind America's Explorer I space rocket, President Lee A. DuBridge of the California Institute of Technology at Pasadena, might have had a less distinguished career but for the guidance of a physics teacher in Iowa.

DuBridge, whose team of scientists at Cal Tech's Jet Propulsion Laboratory developed the first U.S. satellite, received the coveted Golden Key award in Atlantic City February 14 for his contribution to the national welfare. As his Golden Key teacher, he chose 74-year-old Professor O. H. Smith, the man who became his counselor and friend during three years of Socratic badgering and long evenings of "bull sessions" at Smith's home.

The fourth annual award was presented to DuBridge, described at 57 as the "senior statesman of science," and to Smith, who served as his mentor at Cornell College in Iowa,

by eight major national education groups. The ceremonies were held at the convention of the American Association of School Administrators.

Previous award winners include President Eisenhower; Gen. Maxwell D. Taylor; former Department of Health, Education and Welfare Secretary Marion B. Folsom; Economist Beardsley Ruml; *Time, Inc.*, President Roy E. Larsen; and the teachers they felt helped most to shape their careers.

Long before the first satellite launching, DuBridge and Smith were brought to the attention of the nation's educators by the *CTA Journal* when the Association's magazine published "The Most Unforgettable Teachers I Have Known" by Lee Alvin DuBridge in the issue of February 1956.

In the nine-month series on Great Californians in which appeared the theme that "a good teacher stands in the shade of our great men," the Cal Tech president had been selected as the Californian to represent the area of science. He wrote a first-person account of his special regard for several teachers, but directed most of the credit for inspiration and guidance to Professor O. H. Smith. The front cover of the *Journal* three years ago last month was a photograph of Dr. DuBridge.

DuBridge has spearheaded Cal Tech into a pre-eminent position among world scientific schools since his installation as president in September, 1946. But he came to Cornell of Iowa 40 years ago with a mild penchant for science, a tuition scholarship and—until he met Smith—little, if any, idea of entering physics as a life work.

Smith, now professor emeritus of physics at DePauw University in Indiana, spotted the young DuBridge as a promising sophomore and the next year asked him to serve as a laboratory assistant.



**GOLDEN KEY TEACHER.** O. H. Smith, now professor emeritus of physics at DePauw University, is the Golden Key teacher of 1959. Smith, now 74, was chief advisor and friend of young DuBridge as a promising sophomore at Cornell College.

"He was a teacher who insisted on a thorough understanding of the fundamentals," DuBridge recalled in his *Journal* account. "Even if he got only half-way through the textbook, he made sure that most of the class understood what was being covered."

DuBridge, who headed the super-secret radar research laboratory at Massachusetts Institute of Technology during World War II, said "O.H." took a personal interest in every student, and Smith says "There isn't one of my student's careers that I'd trade for a 10-page article in *Physical Review*."

Iowa-born, Smith still has three classes a week and spurs his students with the same rich amalgam of scripture, penetrating—and unexpected—questions, and the same wry humor that marked his lectures a half-century ago when he began his career in education.



Among his graduates in physics, he numbers 37 doctors and 32 masters, and singles out DuBridge, who holds 17 honorary degrees besides his doctorate at the University of Wisconsin, as "probably one of the most successful."

Smith went through a one-room school at Corning, Iowa, took his B.A. at Knox College, Galesburg, Ill., and his M.A. and Ph.D. at the University of Illinois.

He began teaching physics at Cornell in 1914 and he and his musically inclined wife, Jessie—who still audits his classes to make sure he's "up to snuff"—established their evenings at home for students.

DuBridge was one of the circle that gathered at the Smith home to mix talk of physics and other sciences with gossip, bridge, and music from a hand-cranked phonograph. There the young physicist met his future wife, Doris Koht.

Speaking of these early days, DuBridge said: "We labored together and worked over the problems, proved every proposition and argued about all its implications, never leaving a subject until we all felt thoroughly familiar with it."

In 1925, Smith became professor of physics at DePauw where he still continues a physics course despite his "retirement" in 1952. The tall and straight educator is completely at home in advanced theoretical physics—he won the Oersted physics award in 1950—but has always preferred teaching on the undergraduate level.

The graduate field, he says, puts the emphasis on research, while his own interest has been in teaching itself. Former students say his methods were "tough," but current pupils are most impressed with his "charm" which is still tinged with a strong bent for difficult, deep-digging examinations.

The much-traveled teacher tries his hand at poetry, is an enthusiastic hiker and bird-watcher, and enjoys visits from his son Maurice, in Fairbanks, Alaska and his daughter, Marjorie, in Everett, Wash. But his main interest remains in education.

*Parade* magazine, a national Sunday newspaper supplement, devoted

a two-page article to Smith on Feb. 15 and quotes his counsel to students: "Be curious, use your mind, think, search, imagine. Don't take what I tell you for granted—question me."

Coordination of the Golden Key awards is done by the National School Public Relations Association for these eight groups:

The American Association of School Administrators, the Council

of Chief State School Officers, the National Association of Secretaries of State Teachers Associations, the National Citizens Council for Better Schools, the National Congress of Parents and Teachers, the National Education Association, the National School Boards Association, and the office of education of the U.S. Department of Health, Education and Welfare. ★★

## ***The Kind of Teacher I Want for My Child . . . . .***

*MRS. IDA MAY OLIVER, mother of three small children enrolled at Schafer Park school in Mt. Eden school district, presented a parent's viewpoint in a panel discussion at her PTA meeting. A medical technologist employed in Hayward, she is a graduate of a small Minnesota college. Principal Ed Quinnell sent her remarks to the Journal in the belief that this mother's words may prove as stimulating to teachers generally as they were to his staff.*

- I want my child's teacher to like children and understand the needs of the individual child. It is nice to prepare them to work on teams—but it is also necessary to have individuals who will make it worth while to have the team. The teacher should realize that often the non-conformist of the elementary level may be tomorrow's leader.
- I want my child's teacher to be trained to teach the required reading, writing, and arithmetic plus social studies, science, art, and music. This all is taken for granted, but I realize its importance and that it is time-consuming.
- In addition, I want my child's teacher to teach a new respect for accuracy, based not upon dread of punishment, but upon the awareness of the increasingly mechanized world in which he lives.
- I want my child's teacher to be inspired and with that inspiration to inspire my child to visualize that some day he might be president; he might explore the moon, or he might find the missing link between cholesterol and atherosclerosis.
- I want my child's teacher to be a friend of mine, someone who will talk frankly with me so that we can work as a team.
- And finally, I want my child's teacher to love her duty. What is important is the love of duty; when love and duty are one, we will have the kind of teacher I want for my child. ★★

# Rockefeller and Freeman Travel In Opposite Directions

Two controversial studies of education  
reveal basic difference in philosophy

**THE PURSUIT OF EXCELLENCE**—Education and the Future of America. Panel Report V of the Special Studies Project. Rockefeller Brothers Fund, Inc. Published by Doubleday and Company, Inc., Garden City, New York, 1958, 75c. XI + 49 pp.

**SCHOOL NEEDS IN THE DECADE AHEAD**, Vol. I, Financing The Public Schools, The Institute for Social Science Research. Washington, D. C., 1958. \$5. XXVIII + 273 pp.

**T**HOUGH hardly written for the same purpose, these two studies represent almost the extremes in responsibility and approach in analyzing the same problem — that of the future of our public schools. The "Rockefeller Report on Education" (as it is already commonly referred to) may, in the years to come, prove to be a major document in American education history. While the "study" (which it hardly is) by Roger A. Freeman is already pretty well discredited as a bigoted, biased, and blatant attempt to prove that the less money we spend on education the better off we will be.

Both studies have been widely quoted, and each side in any controversy over education can find much to support its point of view. Regardless of one's personal position, it is important to recognize that attitudes toward education can range this widely. Whichever champion you choose, the Rockefeller Report or the Freeman Study, you should at least be aware that there are some people who firmly believe almost the opposite.

The reasons why each of these studies was made may explain much of what they contain, and here again there is a wide contrast. The "Rockefeller Report" is but one of seven being made on major problems — the others being military security,

our national economy, our foreign economic policy, international objectives, the democratic process, and the moral framework of national purpose. That education should be examined as one of these is in itself recognition of great importance. That Roger A. Freeman is chairman of the Committee on the Financing of Public Education of the National Tax Association, that the Institute for Social Science Research (which sponsored the study) is in no way like the Social Science Research Council (except for three words that may have been deliberately chosen to coincide) and that half of the Board of Trustees of the Relm Foundation, which financed the publication, are associated with the American Enterprises Association — well, you get the picture.

NEA Research Division, in an excellent pamphlet entitled "Can Our Schools Get by With Less?" has made a thorough critical review. It is available, free (single copies) from NEA, 1201 Sixteenth Street, N.W., Washington 6, D. C.

Perhaps the most amazing thing about the Rockefeller Report is the way in which the thinking of so many keen and representative minds has been compressed into 49 pages.



**STEPHEN C. CLARK**, CTA Research Associate assigned to southern California, is author of this detailed review. Other book reviews and "Notes in the Margin" will be found on pages 50-52.

On the over-all panel, which decided the areas that would be reported on, are representatives of diplomacy, teaching, government, publications, business, labor, and foundations — some 32 in number. They include the now governor of New York State, General Clay, Henry Luce of *Time, Inc.*, and Edward Teller of atomic science fame. Then on the 15-person special panel on education are such people as President Sterling of Stanford and Dean Wilson of the school of education at UCLA. Perhaps the greatest credit belongs to the chairman of this panel, John W. Gardner, president of the Carnegie Corporation of New York as well as president of the Carnegie Foundation for the Advancement of Teaching. He in turn had the help of a staff of some 23 people. The report is characterized by its conciseness, clarity, aptness, and accuracy. Some of the "flavor" of the report may be gained by including a few quotations as well as outlining the contents of the report.

The foreword begins with the statement: "There is no more searching or difficult problem for a free people than to identify, nurture and wisely use its own talents."

Next, in the introduction by the panel on Education, there is this quotation: "society as a whole must come to the aid of the individual — finding ways to identify him as a unique person, and to place him alongside his fellow men in ways which will not inhibit or destroy his individuality. By its educational system, its public and private institutional practices, and perhaps most importantly, by its attitude toward the creative person, a free society can insure its own constant invigoration."

The first section on "The Dignity of the Individual" sets the tone for

the entire study. It speaks of the "overriding importance of human dignity," and that "No challenge is more important than to give concrete meaning to the idea of human dignity."

The second chapter on "The Nature of the Challenge" is the keenest analysis of our educational problem today. First it is examined in terms of population characteristics with attention to not only growth factors but also growing metropolitan areas, increased life span, and what their implications are. The section on the "Changing Demands of Society and the Pressure on the Supply of Talent" show clearly what is happening to the pattern of occupational skills.

It contains this statement: "The trend toward specialization has created among other things an extraordinary demand for gifted generalists — men with enough intellectual and technical competence to deal with the specialists and enough breadth to play more versatile roles — whether as managers, teachers, interpreters or critics. Such individuals will be drawn increasingly from the ranks of those whose education and experience have included both depth and breadth — who have specialized but have not allowed themselves to become imprisoned in their specialty."

"The Problem of Change" deals with the inertia produced by doing familiar tasks well. It mentions that we must "provide higher rewards of esteem and prestige in certain critical fields than now exist," and this in referring to "The unfair caricature of the dowdy and fussy schoolteacher or the petty government bureaucrat may be as serious an impediment to the proper development and allocation of talent as the differentials in pay which serve to reinforce and perpetuate the stereotypes themselves."

In the section on "The Social Ceilings on Individual Performance" it asks such questions as: "How is it that with all the intricacy of social mechanism, a good many astonishingly free, flexible, creative and independent individuals exist — some of them in the very heart of the great bureaucracies? How may we best prepare our young people to keep their individuality, initiative, creativity in a highly organized, intricately meshed society?"

The final section of the chapter "Excellence in a Democracy" is perhaps the best section of all. Though pleading for equality of opportunity, it also recognizes differences in endowment and motivation. It recognizes excellence in many fields, such as "abstract intellectual activity, in art, in music, in managerial activities, in craftsmanship, in human relations, in technical work."

The report makes the observation that "Our society will have passed an important milestone of maturity when those who are the most enthusiastic proponents of a democratic way of life are also the most vigorous proponents of excellence."

Chapter III on "The Educational System" may be of the most interest to teachers; although the entire report should be read and not just a single part. Due credit is paid to the family, church, and social institutions as part of the "Informal Educational System." In the section on "The Formal Educational System" there is an excellent summary of the problem of our overcrowded, understaffed, and ill-equipped schools.

After making this rather strong statement: "If we are to meet these pressures, our schools will need greatly increased public support and attention, and much more money. But they also need something besides money: an unsparing re-examination of current practices, patterns of organization and objectives," it then makes this summary which can hardly be improved upon:

"In appraising the present state of American education, we must recognize



"Miss Lovelace believes in getting in and mixing with the class."

that in the past 75 years we have heaped upon our educators one of the most heroic assignments a society could have invented. We have taken into the school system a greater proportion of our youngsters and we have kept more of them in the system longer than any other nation. Between 1870 and 1955, while our population was increasing four times, our public high school population was increasing approximately eighty times. At the same time that we have forced this expansion upon the system, we have pressed our educators to include in the curriculum an incredible variety of subjects, to take over more and more of the functions of the home, and to accept a sense of responsibility for every psychic or civic crisis involving individuals below the age of consent."

Those who are able to memorize easily might commit this last paragraph to memory, that they might have a good answer to the critics who ask what the schools have accomplished. The report then gets to what is really the very essence, namely, that we can have quality as well as quantity. It says "the demand to educate everyone up to the level of his ability and the demand for excellence in education are not incompatible. We must honor both goals. We must seek excellence in a context of concern for all."

This is the heart of the entire report. It goes on to elaborate on the theme of equality by saying "By insisting that equality means an exactly similar exposure to education, regardless of the variations in interest and capacity of the student, we are in fact inflicting a subtle but serious form of inequality upon our young people."

The section on "The Teaching Profession" begins by saying "No educational system can be better than its teachers."

It deals sharply with the teacher shortage, and the decline in quality of those entering teaching. "Under the present system of incentives, both financial and social, it is likely that even those who have a formally adequate preparation contain a disproportionate number of individuals of low energy or over-all ability."

(Continued to page 53)



# Chain Reaction

William L. Denneen

**H**ow can one teacher teach elementary science to 500 students and act as advisor for another 1000?

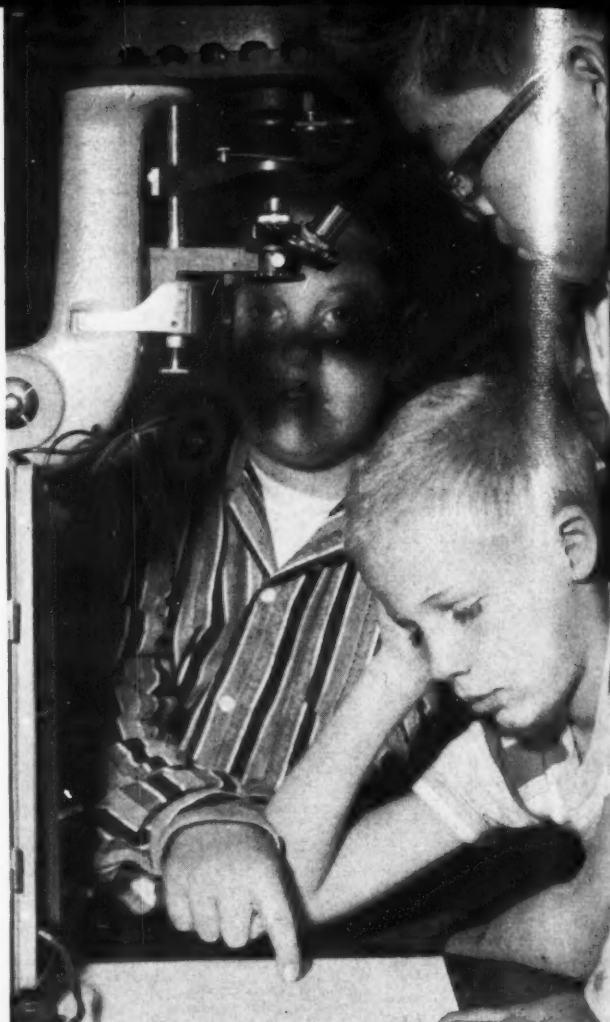
How about the students who need background for an accelerated science program? How can 1,500 students learn by "doing," or, for that matter, how can 100 students "do" an experiment using a Bunsen burner and poisonous chemicals without having accidents? Should students who are slow readers be taking science? *What about the gifted students in all grades?*

There isn't any "set" answer to these questions. The experienced teacher makes the most of what he has and realizes he can't solve *all* of his problems at once. My school board gave me an excellent science laboratory and sufficient equipment. With these material blessings my problem now became one of efficiency: how to get the maximum use out of the science lab and my own resourcefulness.

With the help of the regular teachers, a basic program was put into practice for grades 6 through 8 to give *all* students a foundation for science. Each of the 15 classes comes to the science laboratory for one period and has two periods with its homeroom teacher, thus totaling three periods per week for basic science coverage. This is a rather "thin" science program, but with fairly high standards required of the student and teacher, it does give a good basic foundation. This program takes only three hours of the day for the use of the science lab. The remainder of the school day I am free to work with the gifted and highly interested students, and to act as advisor for the other teachers.

I work mainly on a program for the gifted and interested students. This fraction of the science program is,

*Mr. Denneen, with eight years of teaching experience, began his first California job last year as special science teacher in the Delano elementary school district. Photographs of students studying metric measurements and operation of a bioscope (above) were taken by the author.*



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in my opinion, the one factor that justifies the expense of the science laboratory. Regular teachers could provide a basic science program, but they do not have the training or equipment to challenge gifted students. These students need special facilities and instruction if they are to learn up to their maximum capacity.

Here is the unique feature of this special science program: it works by chain reaction, by upper grade gifted students helping to train younger gifted students. I decided to start from the top and work down. A group of interested and gifted eighth grade students formed a class, coming in before school each day. They studied out of advanced textbooks half the time, and the other half was spent learning to work with laboratory equipment. A system of checking out equipment and doing experiments was devised, usually a seven to ten step process, with each step becoming increasingly more difficult. Thus, when a student finishes working with a piece of equipment or performing an experiment, he understands the principles of its operation.

I carefully instructed the best students, who in turn instructed others, and so on until at the present time I have five special classes for grades 4 through 8 (approximately 80 gifted students). The younger students apparently prefer having the older students to help them. This is fortunate, as I am unable to give them the individual attention that they should have. This system also helps develop leadership among the more capable students.

Some of the experiments and equipment that these gifted students are now familiar with include:

- Balance and metric system
- Microscope and magnification
- Advanced microscope
- Petrology and mineralogy
- Slide rule multiplication and division
- Bioscope projection
- Slide projector and movie projector
- Distillation apparatus
- Tape recorder
- Cosmotron and electricity
- Electronic set and circuits
- Bunsen burner operation
- Test tubes and thermometers
- Crystal formation

- Blood typing
- Hydrogen generator displacement method
- Blowing and bending glass
- Filtering and measuring

Much more important than learning the use of one particular piece of apparatus is that the students learn how to work in a science lab and become familiar with its regular equipment. Upon this knowledge they can build and work alone with confidence.

My science program has not yet taxed the capacity of the superior students, as the increasingly more difficult work that I give them is mastered in short order by most of them. I see no limit to this chain reaction type of program, when given constant encouragement and guidance. Each grade's special group can become the nucleus for the next year's special science class, and so on.

## RECIPE.....

*Before Miss Patty Steere graduated from Whittier union high school last June, she wrote this "Recipe for a Teacher." Her mother is an elementary teacher in Lowell joint school district and Patty plans to be a teacher herself. Clifford Riddlebarger, superintendent of Ranchito school district, sent the recipe on to the Journal.*

Into a large container pour a portion of interest and enthusiasm, a keen sense of responsibility, and a large dose of fairness and impartiality.

Mix well and add a pinch of creative ability. Pour in a strong teaching technique, stirring constantly.

Next fold in a sincere liking for children and strain out any sarcasm you might find. To this mixture add sensible reasoning powers, a knowledge of psychology, and a knack for keeping things running on a smooth and even plane.

Don't fail to stir in several large drops of self-confidence. Pour into a pan which has been carefully lined with a good general background and an average portion of skills in English, mathematics, sociology, music, art, health, science and physical education.

Top with a thick layer of organization and sprinkle generously with a good sense of humor.

Leave pan uncovered to allow new

The monitorial system is an old educational device which is not a satisfactory substitute for adequate staffing with fully qualified teachers. But I suggest that it provides values for the superior students who get their first enthusiasm for teaching experience. And it is an answer to the problem of starting elementary science in districts where financial resources may be limited.

Science can be interesting and a lot of fun; so much so that it is necessary to restrict the number of students coming in the laboratory during lunch period and before school, and it is even necessary to "kick them out" of the lab at 5:30 in the afternoon so I can go home.

Students study science because they *like* to and *want* to, and therein lies our only hope for science in a democratic society. ★★

ideas to combine with the mixture. Put in the oven and bake for the equivalent of four years of hard labor in college.

Yield: One elementary school teacher, which should be immediately served to America's eagerly awaiting school children. ★★

## HOW TO EXPEDITE DELIVERY OF PUBLICATIONS

CTA members who write the Association's state headquarters in San Francisco requesting single copies of Research bulletins or other CTA publications are requested to provide their full name and home address, as well as their membership receipt numbers.

Staff sometimes receives requests which contain no return address or simply the name of the school (which often results in non-delivery).

In cases where free publications are requested, some evidence must be presented that the shipment is received by a CTA member.

CTA Section offices can often provide publications but delivery will normally be faster if requests for CTA-produced booklets and bulletins are directed to CTA Office Services, 693 Sutter Street, San Francisco 2. ★★

## Just HOW Trippingly On the Tongue . . . ?

FROM TIME TO TIME the principles of the teaching of pronunciation and articulation need to be reviewed. One of the most basic of these was forcibly brought to my attention at a summer workshop for teachers of oral English. The speaker, a prominent high school teacher, asked us if we knew that "VER' shun" (version) was in the first place in the dictionary. He asked the question with such smugness that it was painfully evident that he considered it the *only* correct pronunciation. Had he bothered to check several dictionaries he would have discovered that some, including a pronunciation guide, list the preference in the second place.

His attitude is typical of far too many partially educated teachers. Individuals holding this point of view often refer to certain words as being "widely and persistently mispronounced" thus betraying their lack of understanding of the basic principle that pronunciation is determined by usage. It is naive and unrealistic to assume that one, and only one, correct pronunciation is acceptable for each word. A certain pronunciation will become a part of our language when enough people persist in saying the word in a particular way. Given enough time the colloquial pronunciations may supplant those considered "correct" in certain circles. This transition occurs whether it pleases or offends the purist. The ivory tower notion of one-and-only-one accepted standard of pronunciation should not be foisted upon our students. Rather we should help them to understand the dynamic character of our language and encourage them to be tolerant of the speech of others.

*Dr. Seal is associate professor of speech at the University of Southern California.*

Perhaps the most amazing feature of the one-and-only-one-pronunciation-for-every-word dogma is its persistence in the face of the manifest difficulties of demonstration. The average dictionary is limited in the aid it offers to those hoping to learn how to say a certain word. That limitation stems from the use of the "key-word" system of establishing the appropriate vowel to be used. When one consults the dictionary he is referred to a word ostensibly having the same sound. Key words for *dance*, for example, may be: *ask, grass, staff* and *path*. This system has the obvious advantage of flexibility and adaptation to any regional standard. At least one new dictionary gives aid in syllabication and accent, but makes no pretense at recommending vowel sounds. Advice on this topic ranges from the informal-liberal Kenyon-Knott pronouncing dictionary, which generally recognizes two or more pronunciations for each word, to the formal-strict *N.B.C. Handbook for Pronunciation* which recommends an arbitrary standard for network an-

nouncers. A rigid network standard may be useful for professional radio-television work, but it must not be demanded of the layman.

If we may not insist on one perfect pronunciation for all climes and times it follows that we must encourage our students to develop a healthy tolerance for the oral peculiarities of others. The instructor is important here. If his attitude is good and he demonstrates by precept and example a healthy tolerance for the pronunciations of educated folk everywhere, he can do much to give his students a real understanding of this concept.

Robert Burns' advice on seeing ourselves as others see us is especially appropriate in the teaching of pronunciation. Students using General American speech are often hypercritical of the New Englander's "winder" or "idear." They point with amusement to the additional "r" sound. A chastening technique here is to ask the most vocal critic to pronounce the name of the nation's capital or the name of the first president of our country. If his speech is characteristic of many using the General American idiom he will probably say "Warshington." Write the word on the blackboard as he pronounced it and the "mote of intolerance" in his own eye may begin to be visible to him. Another less direct way of reaching the class is that of asking it to listen to recordings of the speech of distinguished Americans who happen to use a dialect of another region. The "I Can Hear It Now" albums edited by Edward R. Murrow are convenient collections of the voices of famous men speaking in the dramatic moments of history. The resourceful instructor will be alert to opportunities to help his students broaden their understanding of our word mores.

### GRIMROSE GRAMMAR



"He pays too much attention in class."



Wide travel encouraged by splendid roads, swift automobiles and longer vacations have extended our pronunciation perspectives. Motion pictures, network radio, and especially national television shows have also furnished a sort of twentieth century melting pot for pronunciation. This is not to imply that a single uniform speech pattern for America is emerging in the foreseeable future, but there is increased sensible awareness of pronunciation differences.

Not only should we teachers be concerned that our young charges learn to be tolerant of the accent stress and enunciation of vowels by others, we should also strive to train them in functional articulation. That is, we should train them to say the important consonant sounds clearly in rapid, connected speech. Note the word "important" here. Not every consonant sound should be uttered distinctly in fluent speech. Sense or meaning is the touchstone. If every syllable were meticulously stressed the result would be an abnormal automaton-like speech lacking both sense and feeling. Functional articulation can only be achieved in fluent natural speech lacking all traces of affectation.

Some years ago I attended a conference of English and speech teachers in a midwestern city. The registration tables had been set up in the lobby of a large hotel and the good natured banter of teachers in reunion was heard on all sides. Suddenly in one of the conversational lulls a university drama director launched into an explanation of his work for the benefit of a younger colleague. His voice was resonant, his pronunciation was perfect, his articulation of word endings and difficult blends was flawless, yet an expression of annoyance and contempt was apparent on the faces of most of the teachers watching him. His speech was just too good to be true. No honest human being, sincerely communicating, ever sounded like that man. Despite his lingual facility, that drama coach was not using functional articulation.

We often sense this "listening to one's own voice" attitude in the speech of young actors striving to master the essentials of their art. We



*"After you go to Scouts, practice your trombone, feed Rover, bake your 4-H cake, drill on your multiplication tables, and study for tomorrow's spelling test, you can visit with Mommy and Daddy."*

can understand and forgive this unnatural effort just as we watch with sympathy the Herculean labors of the high school scrubs on a parched gridiron in late August. But the mature speaker who has this fault strikes us as being phony. An actor-host of one of the television dramatic series had such flawless articulation that I found it unbelievable. The star seemed to be listening to the music of his own voice. Alec Guinness, John Gielgud, and Laurence Olivier also have flawless articulation but they use it to convey the idea, not to exhibit the skills involved.

Overly precise articulation is rarely a problem with our students. Quite the contrary! The average lip-lazy, tongue-tired, pronunciation-guileless pupil needs all the help we can give him. Motivation is the first and most important obstacle in his path to good speech. Once you have him wanting to improve, much progress can be made. The more alert and aggressive members may be reached by the simple conviction of the fact that successful men usually have superior voices. The athletes may possibly succumb to an appeal to their pride. After all, articulation is a physical act which can be made more accurate and co-ordinated by proper practice, just as a basketball lay-in or a throw to first base.

The late George Bernard Shaw, an exceptionally literate sports enthusiast, urged his young friends to cultivate and be proud of a certain athleticism in their speech. He argued that there was athletic skill in articulation just as in other physical endeavors. The young person, said Shaw, who excelled in tennis and other sports, yet was intolerably slovenly in speech, should be ashamed of himself. Playing recordings of sports heroes who have good voices might furnish some motivation.

Let us assume that by some pedagogical alchemy the students now desire to sharpen their articulation and understand clearly why such improvement is necessary. How now can we perform the miracle we have sold them? Choral reading can do much to improve articulation and other vocal elements, as well as introducing the students to new literature and providing them with a lot of fun. Urge them to read narrative material aloud privately a few minutes every day. Fifteen minutes a day should provide perceptible progress in a few months. Dramatic readings, poetry, and famous orations furnish especially good models. Nor have the technicians who have so advanced our material culture ignored our particular problem. A talking dictionary has been developed which is based on the principle of the magnetic tape recorder but is infinitely simpler to operate. This machine is offered with a series of cards arranged on the principle of increasing difficulty, each card having a definition, a picture, and a strip of tape which pronounces the word when the card is placed on the machine.

Any program of voice improvement may encounter heavy resistance from the "But we learn to talk as naturally as we learn to walk so why waste time on it?" notion. This plaint is but partly right. Fortunately, most of us naturally acquire sufficient skill to make our routine wants known. A favored few have clear, expressive voices without having had a single formal lesson in voice training. Even these people might have been still more effective had they had the advantage of appropriate training. The

(Continued to Page 39)

# Phonics Is Easy? (Directions to reader: This piece should be read orally at sight.)

Lily Cable

*Mrs. Cable, a remedial reading teacher in Los Angeles, offers her off-beat little story in rebuttal for those who think that the phonetic approach to reading is the answer to all reading problems.*

**D**OUGH and Dough were twins. They looked so much alike that their mother decided to name them the same, with but one slight difference. Brother Dough's name rhymed with *bough*, while Brother Dough's name rhymed with *tough*.

Dough and Dough lived in a little town in the county of Hough (rhymes with *through*). At the age of six, not one day later, they entered Hough elementary school.

Their first day was rough; mainly because the teacher Miss Sew, (rhymes with *few*), couldn't tell Dough from Dough. Consequently, communication between her and the twins was somewhat less than adequate.

"Dough," she would say, looking at Dough, (the other one). "Please come here."

Then Miss Sew would find her eyes swinging from Dough to Dough, wondering. Unfortunately for her sense of security, most of the time the wrong Dough would hear and come here please. It was very confusing.

Matters didn't improve when the principal came in for her visitation. Mrs. Lomen, (rhymes with *women*), knew about Dough and Dough. She had learned about them when Mrs. Snead, (rhymes with *bread*), came to enroll the twins.

"This is Dough Snead. And this one is Dough Snead." It had been quite an experience—that enrollment day.

Now Mrs. Lomen found Dough and Dough at the clay table. Observing them with a practiced eye, she noted they seemed well adjusted.

"What are you making, Dough?" she asked, bending over the little fellow.

"I'm not Dough, I'm Dough," said Dough.

"I'm sorry, Dough, I meant to say Dough. What are you making? It looks mighty interesting." Mrs. Lomen sized up the mass of clay that Dough was manipulating, willing to accept any answer.

"Can't you tell?" Dough sounded aggrieved. "It's a ewe. That's what it is."

At this, Brother Dough left his chair at the table to come over and see for himself.

He nodded his head. "Like he said. It's ewe, all right." Confirmation made, he returned to his chair.

Mrs. Lomen watched as Dough poked the ewe's left eye clear through the ewe's right ear. Then leaving the room, Mrs. Lomen whispered to Miss Sew. "These two will be a challenge to you, my dear."

Recess brought no respite. A wire fence separated the schoolyard from a farmer's pasture. In no time at all Dough had discovered the watering trough. It was a hot day, and Dough couldn't resist the nice cool water. In fact, when Dough saw Dough splashing in the trough he decided to join him. And there they sat, happy as babes in a bathinette.

When Miss Sew saw that the twins were not of a mind to leave their trough she hastily summoned the custodian, Mr. Frough, (rhymes with *cough*). Mr. Frough extricated Dough and Dough from the trough. By the time the two dripping twins reached the schoolyard the entire class was in a frenzy of excitement.

Most opportunely, the postman drove by. Mr. Maugh, (rhymes with *laugh*), liked children. He stopped his car to watch the activity.

"Looks like you could use a helping hand," he observed. "How about my taking them home? I'm going that way to deliver a package."

"Oh, could you? Would you?" A relieved Miss Sew turned to Mrs. Lomen, who had just come out of the building to see about the commotion. "They could go home with Mr. Maugh, couldn't they?" She tried to repress the rising note of hope in her voice.

Permission granted, Mr. Maugh took the drenched boys by their hands and led them to his car.

"Good bye, Miss Sew," called out Dough, remembering his company manners. "Thanks for everything!"

"Good bye, Dough," answered Miss Sew.

"I'm not Dough. I'm Dough," he wearily corrected her. "Good bye, anyway." He forgave her.

Mr. Frough and Mrs. Lomen took the shattered Miss Sew by her elbows and led her off to the Teachers' Room.

"It's time for a coffee brache," they gently told her. ★★

# Typewriting in kindergarten?

Janet Goss

*Mrs. Goss is curriculum consultant for the Cupertino school district, Santa Clara county, formerly taught at the Stanford elementary school, Stanford University.*

Typing in kindergarten! Why? What objectives could justify typing at this early age?

To answer these questions, I first prepared simple alphabet flash-cards, both capitals and small letters. Testing the group with these, I was greatly encouraged to discover that five children knew their letters perfectly; thirteen were unfamiliar with three to seven letters and only two required individual help, ordinarily expected at the kindergarten level.

As anticipated, I had no problem concerning the motivation of the typing project. Frequently I had observed parents registering their children in school and had watched with interest as the children moved toward the secretary's desk to touch the typewriter keys. My own five-year-old, as well, had never been able to resist his father's typewriter, although, at first, keys were often jammed by chubby inaccurate fingers. Then too, the appearance of the machines practically presaged the success of the program. Five portable typewriters, painted vermilion, green, pink, aqua and beige, drew wide-eyed and vocal appreciation from the class.

Before any subsidence of interest could develop, which didn't appear likely, I quickly divided the class into five groups, each in charge of one of the children who was familiar with the alphabet and each with its own typewriter. This arrangement assisted me in moving from group to group as the need arose.

Progress on the first day was remarkable. Four children were clustered around each typewriter and, as I watched them, I became aware of how freely and easily they learned from each other when sharing a common experience. During this time they learned how to feed paper into the machine, how to capitalize letters and finally, how to write their own names, properly capitalizing the initial letters.

As we had pre-planned, when each

child finished typing his name he took his paper and retired to a sitting position on the floor where he began to draw a picture of himself. When all of the children had finished typing—approximately a 15 minute period—we shared the pictures and discussed our first typing lesson.

That the lesson was a success was nowhere better evidenced than the unanimous veto of a teacher-suggested plan to maintain individual work-booklets at school. Contrary to the fate of most notices, every paper was clutched tightly in hand when the school bus arrived and home delivery was uppermost in mind.

So, little by little, every Monday, Wednesday and Friday, from 10:40 to 11:00 we wrote new words. For example, on the day we made Jello for our make-believe airline hostess to serve on the flight to Los Angeles, our typing lesson involved the word Jello and no word could have been more colorfully illustrated. Before the word was typed by the children, I wrote it in very large letters on the blackboard and we located the keys on the big typing chart. This procedure remained the same for all the group stories or words that were written.

Our science program, too, has felt the impact of the typewriters. The children had planted seeds (buttons and macaroni as well, when a child suggested that they might grow) and the boys and girls had diligently taken care of them. As the seeds began to sprout, group stories such as, "Just seeds grow," and "Some seeds grow," were written. "Scrambles," our pet hamster, also provided an exciting topic for stories.

Number experiences came about in an unusual way. Susan and Winnie had built a ticket office for the airport. After playing in it one day, they suggested that a typewriter be placed in the office. They then proceeded to number the tickets from one to ten. Next, at the group's insistence, the seats on the plane were numbered and woe to the passenger who deposited himself other than where his ticket indicated.

Thus far the need to know their alphabet and the sounding of words has arisen spontaneously from the children.

New skills have, of course, been

## about typing in the elementary grades.....

In our December issue we published an article by Walter Stoltze, a fourth grade teacher in Fontana, who described how he had taught his elementary classes to type on borrowed machines. He reported constructive results but unfortunately the article was too brief to discuss educational achievement.

A *Journal* reader wrote the editor a critical letter, raising the question whether typing might be classified with the "frills" which critics decry.

Stoltze wrote the editor late in January that his article had led to interesting developments: he had been invited to demonstrate his methods at the CTA-SS Good Teaching Conference in February, as well as to take part in a TV program. He has outlined some of the carry-over values which elementary students may bring to academic subjects:

Typing helps poor spellers improve their spelling.

It helps poor readers improve their reading.

It helps children write good English compositions, since they copy material with good sentence structure.

It teaches them a mechanical skill with accompanying virtues of neatness and legibility which will have practical value in future academic work or in office work.

—JWM



added as we progress. We try to use the proper index finger of each hand depending on whether the right or left side of the keyboard must be used. Standards, too, have been added such as leaving margin stops undisturbed and a "no-tinkering" attitude toward as-yet unfamiliar attachments and levers.

In evaluating the success of our kindergarten program, the parents of each child were contacted. As I had expected, many of the children who had previously been denied the use of the family typewriter returned home to either rewrite the day's lesson or to plague their mothers into helping them write stories of their own. What made the experiment par-

ticularly fruitful, however, was each child's feeling of success in his first experience with the printed word.

I feel that, in this kindergarten, many worthwhile experiences have been added to the children's program through the medium of typing. For the entire group this experience has:

- created added interest in the written word.
- stimulated a desire, through need, to know the alphabet.
- instilled a sense of responsibility for the care of equipment.
- given each child the opportunity to take turns, to freely share information, to follow directions, to assume leadership and, ultimately, to work independently. ★★

## NOT A BAD WORD

# Research is for children

## ....and their teachers!

Robert F. Topp

IT DOESN'T make much sense, of course, but some words seem to carry happy "positive" meanings even when heard alone, while others arouse disturbing "negative" emotions whenever they come to mind.

"Love," for example, is a word that makes us feel pretty good, even though it may be used on occasion in ways that are not intended to communicate pleasant thoughts. So it is with a lot of other words. "Home," "peace," and "rest," to mention a few.

But the word "research" often seems to suffer from an aura of fear and, to many people, of mystery.

Not a few teachers have failed to

attempt a program leading to a master's degree because the word made them shudder. After all, one reasoned, one had to have a calculating machine for a brain, be able to hole up in a laboratory for extended periods of time, and develop a faraway look if one were to do research.

It doesn't take much research to discover some reasons for this attitude toward research. For one thing, once one has been initiated into the club, it is far more impressive to say to the uninitiated colleague who suggests a coffee break, "I'm in the midst of a tough *research* project and can't take the time!" than "I'm getting a little information about why kids don't like fractions."

To the uninitiated this "tough research project" sounds difficult, indeed, and he finds someone else with whom to have coffee, shaking his head in silent admiration for his scientific friend.

But there are other reasons, too,

why research chills, unnecessarily. Take these definitions from a few of the well-known texts:

"... research (is) ... a method of study by which, through the careful and exhaustive investigation of all the ascertainable evidence bearing upon a definite problem, we reach a solution to that problem."<sup>1</sup>

Here the words "exhaustive" and "all the ascertainable evidence" and "reach a solution" might deter the prospective teacher-investigator from considering himself adequate. The truth is there is some doubt that "all" evidence invariably is gathered or that a solution invariably is reached in most research attempts, so this need not discourage the initiate.

Another author quotes P. M. Cook of Phi Delta Kappa as saying "Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem. The product, or findings, of a given piece of research should be an authentic verifiable contribution to knowledge in the field studied."<sup>2</sup>

Again the word "exhaustive," fortified by "intelligent" and "authentic verifiable contribution" tends to make the teacher pause before attempting a study that might be called research. Actually, it would be a simple matter to find many acceptable research projects that did not measure up to this definition, desirable as such accomplishment might be. Yet, the prospective researcher might well be discouraged, for the normal humility of the teacher causes him to question his own contribution, the more he knows about life. And so he leaves research to others, perhaps with less humility ... and no greater ability.

The fact of the matter is that once he has hurdled the obstacle posed by this natural sense of inadequacy a teacher may have about his own abilities, and after he has overcome feel-

(Continued to page 44)

1. Hillway, Tyrus Introduction to Research. Boston: Houghton Mifflin Co., 1956, p. 5.  
2. Whitney, F. L. The Elements of Research. New York: Prentice-Hall, Inc., 1950, p. 20 for this and many other definitions.

# New Dimensions for the High School Curriculum

David H. Knowles

THERE ARE THREE criticisms of public high schools that are probably most prevalent either from the profession itself, or from the public. These criticisms deal with the current cost demands of education, the lack of sufficient challenge for the gifted student, and the problems of keeping low ability students in school without their being frustrated by impossible tasks, reducing the role of the teacher to that of baby sitter.

Ability grouping and academic tracks have been a popular approach to the problem, but we know that they alone have not provided the complete answer. Perhaps our next attack on these various problems could be to change from the present uniform school day to a new "time track" approach in which the student is guided not only into subjects, but also a length of school day in keeping with his capability for assimilating knowledge. If we can couple this variable length school day with graduation certificates that truly recognize academic achievement, and with a multiple offering of single-semester

courses, particularly in applied and fine arts, we could have a most versatile curriculum for scheduling a full measure of achievement by students of all abilities.

As a basis of discussion, let us visualize four "time tracks" to parallel the "academic tracks" that presently do, or should, exist. These four tracks could be offered in most secondary schools with reasonable simplicity and a minimum of administrative confusion.

Track one would be for those students currently classified as mildly retarded, and could consist of three "learning" periods and a supervised study period under their core teacher—for a five-period school day. A limited program of this type under one or two specially qualified teachers may be the most effective way of achieving progress and efficient control and guidance for this type of student. A study period under the same teacher would be fruitful for the handling of individual problems and would recognize that these students seldom satisfactorily perform assignments outside of school.

Track two would be for students who are nominally terminal, or vocationally inclined, who do not adjust well to academic work, or who desire a minimum school day for financial or emotional reasons (with parents' concurrence). It would have four regular "learning" periods including at least one elective (or study hall), for a five-period day.

In school districts where it is practical, a worthy co-existent with tracks one and two would be a supervised work experience program of half-day duration.

Track three would be for average to superior students who are interested in the benefits of higher education or the intensive vocational education offered by the high school and

would follow the regular six-period day currently popular.

Track four would be for gifted students and would offer, beyond the six-period day, additional laboratory period(s) for advanced study under interested and qualified instructors in fields of student interest and ability. These laboratory periods could be loosely scheduled between student and teacher on an individual or small group basis and need not be daily—thus permitting normal participation in student activities, government, and athletic programs. There are few teachers who would not be willing to devote extra teaching time to this type of assignment.

Diagrams A and B show in chart form how these proposals might affect the student and the administration. As a study of the diagrams shows, the four tracks could be offered in a modified 50-minute period, seven-period day with utilization according to students' interests and abilities and with a possible range in the time of participation in school activities from 305 minutes (including at least 50 minutes of study time) for track one, to a minimum 415 minutes for track four. All students would have equal opportunity, in the seventh period, to participate in, or observe student government, to attend student functions, club activities, and other co-curricular activities on a voluntary basis as part of the normal school day but not interfering with the academic program.

The seventh period then would be available for the following usage:

Gifted student laboratories.

Student activities—government, clubs, student publications, dramatics, athletics, assemblies, dances.

Special help classes for informal supervised study and the make-up of missed work.

Special counseling and testing.

Mr. Knowles, chairman of mathematics department at Samuel Ayer high school in Milpitas (near San Jose), is a past president of his local association and a member of a steering committee of the Santa Clara Valley Math association working on a program for gifted students of mathematics. He wrote this article 14 months ago, before the current discussions on curriculum revision, believing there is strong teacher support for his major points. The Journal offers Mr. Knowles' ideas, not as the final word in the complex issues involved, but as a stimulant toward discussion and positive action.

(A)

### STUDENT LOAD CHART

No. of Periods	1	2	3	4	5	6	7	Work Load Consists of
Track #1				Study	P.E.			Special Core — one or two teachers — English, Arith., Science, Soc. Stud., Voc. & Fine Arts
Track #2					P.E.			Normal sequence offered for non-academic terminal—Modified academic, emphasis on vocational arts
Track #3						P.E.		Normal sequence for college preparatory Strong academic—one elective period
Track #4						Lab for Gifted	P.E.	Strong academic emphasis on diversified one semester elective—Special laboratory work

(B)

### TYPICAL SCHOOL ORGANIZATION CHART

Period			2	3	4	Lunch	5	6	7	Extended Day
Time	8:00 8:30	8:30 9:20	9:25 10:15	10:20 11:10	11:20 12:10	12:10 12:40	12:45 1:35	1:40 2:30	2:35 3:25	3:25-5:00
	Transp. Tracks 3 & 4	General College Prep. Academic — Program — (Track 3, 4)							All Co- Curricular Activities	Student Govt., Publications, Assemblies, Clubs, Dramatics, Athletics, Dances
		Transp. Tracks 1 & 2	Modified Academic — Vocational — (Track 2)				Gifted Laboratory		Supervised Study, Discipline	
			Special Limited Academic-Vocational Supervised Study (Track 1)						Early Transp.	Activity Transp.    Late Activity Transp.

Recreation facilities.

Special disciplinary facilities.

Transportation if needed.

Notice how many current problem situations can be satisfactorily handled by this arrangement. A wide variety of responsibilities are available to teachers so that each has an opportunity to find a seventh-period activity in keeping with his particular interests or abilities. The possibilities for shortening the teacher's day are apparent also, by shifting many activities from night schedules to the seventh period. It should be apparent that the success of this program depends on a highly professional, well



"Oh, well, I get extra pay for it."

paid staff with good morale, who are willing to accept full shares of responsibility in the seventh-period activities, as well as their normal five-period teaching day.

For all tracks, the use of one-semester courses is important. They would permit a much greater degree of flexibility in providing for diversification and broad cultural experiences in fine arts and vocational arts for top students, besides providing for adjustments of misfit programming.

It is important that any student wishing (or whose parents wish him) to take the full six-period schedule should be allowed to do so, and, conversely, counselors should discourage capable students from taking the shorter program. The student who enters each track should do so with the full realization that he will receive a diploma (or certificate), after successfully completing stipulated requirements, which explicitly states the program he has followed and its status in the school's curriculum structure.

Very necessary in our schools is more "status" than is usually available to the better students. In our present system, there is little differentiation in achievement between "all A's" in a vocational program and "all A's" in a scientific or academic program. This is not realistic in terms of the probable accomplishments and contributions to society of students following these different programs.

Obviously vertical movement in these "time tracks" presents no administrative problem—such changes would be easily possible at the semester break. Finally, one should not overlook the fact that, while these proposals are not greatly unlike some current practices, they still provide for differences in students on a broader scale than ever before, but at the same time, this method of time scaling effectively lowers the total number of teaching periods for a given number of students and thus substantially lowers teaching costs, and possibly structure costs and requirements, at a time when this has become a matter of prime public concern.

Can you see in this new dimension for the curriculum any answers to long standing problems in your school? Responsible educators who recognize public pressures for re-examination of American educational standards in the jet-space age will need new approaches to new problems. We must accept programs similar to that described above if we advance on our common goals of a better and stronger free society and a better and stronger teaching profession. ★★



"Care for a little cotton before the pep rally starts?"



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## GIFTED OR SUB-NORMAL?

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**Donald W. Robinson**

OF ALL THE STRAINS on the teacher's morale the really tragic one is the constant realization of his inevitable failure to do the job of teaching he would like to do.

After subtracting the clerical and other non-teaching duties that rob the teacher of time and energy and after discounting the teacher's inherent idealism about what he would like to accomplish, the plain fact remains that the limitations of time make it utterly impossible for some teachers to do the thorough job of teaching that critics are demanding.

Any good English teacher or history teacher will readily admit that one of his responsibilities is to help his students learn to express themselves well in writing, with proper concern for grammatical correctness, clarity of thought and expression, and accurate statement of the facts. The best known way to learn how to write is by writing. The best way to learn to express facts and ideas about history in writing is to write about history. This writing should be continuous and substantial, if the learning is to be substantial, and should include both in-class and out-of-class exercises as well as periodic tests. Stu-

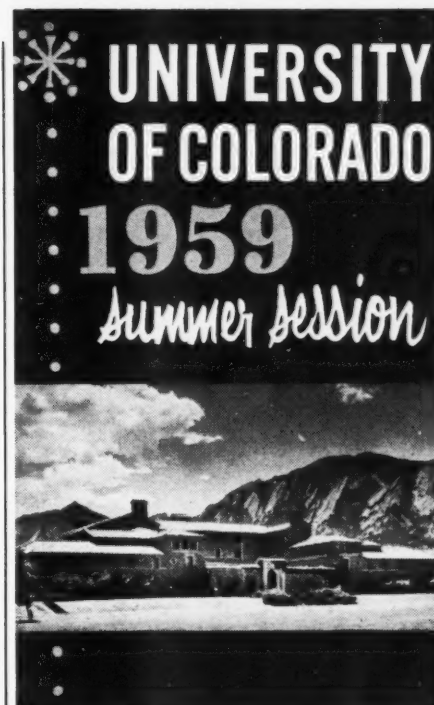
dents' written work, whether classwork, homework, or tests, fails of its full teaching potential if it is not read, corrected, and returned to the student for his correction of mistakes or re-writing of the paper.

How much writing should a student be expected to do in a week for a typical high school history class? A great deal more than he is currently made to do, some will answer. And how much time can the diligent teacher be expected to devote to reading and correcting these papers? Suppose we say that as a minimum the student should write each week one paper in class, one outside assignment, and one test, not a true-false test, but a genuine test of the student's ability to express himself in the field of history.

With practice a facile teacher should be able to skim through these papers, noting major errors and omissions, checking misspelled words and underlining poor construction at the rate of perhaps five minutes per paper. That is, if not too many of the papers run over two or three pages, if not too many samples of the handwriting are atrocious, and if the teacher has a durable pair of eyes.

Five minutes per paper and three papers per pupil means 15 minutes per week per pupil, which does not sound excessive. The average teacher has five classes of 30 pupils each, or 150 pupils. One hundred and fifty pupils at 15 minutes each comes to exactly 37½ hours per week of just

*Mr. Robinson, social studies teacher at Caslmont high school in Belmont, San Mateo county, is a regular contributor to the Journal.*



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reading and correcting papers, an obvious impossibility.

A number of alternatives are available to reduce this hopeless burden. The teacher can give fewer assignments and fewer tests, or give the same amount but not read all the papers, or read them much more quickly and superficially, or have someone else read them, or give objective type tests and assignments which can be corrected at a glance. Take your pick. None of them contributes to the strengthening of teaching.

The trend toward the retention of the non-academic student has greatly exaggerated the problem of adequate time for thorough teaching. Quite obviously much more time is required to read and correct the papers of semi-literates who scribble their endless misspellings in a barely decipherable scrawl than to read and comment on well-written, literate, and legible compositions.

Some teachers, after struggling for a while with the insuperable challenge, relax their standards and simply admit that they cannot do what is expected of them, so why try? Some assume a sensible objective view to this effect: I am paid to do a day's work, and I'll do what I can. When the day is done I'll forget it.

This is a reasonable viewpoint, though not the one typically associated with devoted teaching. Teaching has the proud traditions of a profession built on idealism and inspiration. We'll give these youngsters the best teaching possible, one way or another. But when the demands are so great that the only way to operate is by one compromise after another, with objective tests, with shorter and easier assignments, etc., the urge to excel gradually wears thin. Especially when the students so frequently evidence no desire whatsoever for knowledge.

Another severe drain on the morale of the academic teacher stems from the problem of adjusting his standards to the ability level of the non-academic student.

If we are realistic we will accept the fact that the majority of people have little capacity for or interest in

abstract academic intellectualizing. This does not mean that they cannot think, that they cannot learn, or that all effort to raise their level of understanding is futile. It means that the standards for abstract achievement must be carefully gauged to match their limited capacities, or all is lost.

Large numbers of these people have what might be called book-keeper mentalities. They enjoy learning—and displaying what they have learned—neat, complete, and accurate, a faithful reproduction of what they have been taught. Is this the intellectualism the critics demand, or is this mere training?

An intellectual education must be built upon continuously increasing emphasis on generalizing, abstract reasoning, analysis, and interpretation. More than half of the population, young or old, is not capable of this kind of intellectualizing at a very high level. The lack of capacity is a combination of lack of native intelligence and the factor of deep emotional blocking and lack of motivation. How much can be done eventually to modify the emotional blocks and thereby improve effective intelligence or raise I.Q. levels is not yet known. At present, the fact is that more people are unable to cope with abstracts than are able.

Consequently when, as today, most people are retained in high school until graduation or to age sixteen or higher, the result is inescapably an apparent decline in standards and in achievement. This presents a serious morale problem for those teachers who, like many of the critics, are unable to grasp the significance of the change in student population and the fact that it is the direct and inescapable result of the extension of compulsory school attendance. To them the decline represents deterioration, failure of the schools, and proof positive that we are headed straight for oblivion.

To say that the quality of public schooling has deteriorated is like saying the quality of American painting has declined because a million Sunday painters paint very badly. These million people in an earlier day would never have dared to pick up a brush.



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The fact that many of them paint very badly does not in any way dilute the quality of the work of the thoroughly trained professional.

We can teach the average student and the slow student at the same time that we provide excellent education for the excellent student. We don't do it as well as we should like to. The outstanding scholar receives something less than the optimum possible instruction in public school—and so does the outstanding violinist, typist, plumber, and athlete. Much must be done to improve the quality of our academic instruction. Much has been done since World War II that has not yet received full recognition.

The fact remains that most people at present lack the capacity and interest for scholarly study. President Conant's estimate that about 15% of our population has the capacity to profit from the tough advanced courses in mathematics, science, and languages is pertinent.

The whole concept of "studying with profit" is a value judgment on which controversy hinges. Mortimer Smith might say that any and every person who is capable of going to school is capable of profiting by exposure to an undiluted course in a

foreign language. Immediately the problem of relative values emerges. Will he profit enough to make it a sensible investment? Will he profit as much as he would from a good course in consumer education or problems of democracy? Mr. Smith apparently remains obdurate in his contention that the undiluted language course would offer even the dull student a real challenge.

The consensus among men who have taught foreign languages in public schools since the extension of compulsory schooling is that the majority of all students would be no more challenged by such a course than Mortimer Smith would be challenged by being required to compete in auditions for the Metropolitan Opera. The challenge to the weak student is to develop his ingenuity in learning how to fail gracefully.

The education of the non-academic student is one of the greatest challenges to our schools today. It cannot be successfully met by teachers whose only interest is the achievement of academically talented students. Both of these students are important. Both deserve the best efforts of teachers devoted to giving them the education that will help them the most. ★★

## LETTERS from readers

### PROFESSIONAL RESPONSIBILITIES

Many teachers lack knowledge and understanding of the functions and policies of school boards, of district personnel policies, and of the Education Code. We decided to do something about this, so last September we set up an in-service training class in Arcade district (near Sacramento), bearing the title, "Professional Rights and Responsibilities."

District administrators were used as instructors. Each person conducted several sessions of the class, according to his particular field or specialty.

Our district superintendent explained those topics having to do with the philosophy of the district, purposes of personnel policies, the Education Code as related to classroom teachers, and various topics of interest such as merit rating.

The deputy superintendent took those areas having to do with employment, re-employment and tenure, evaluation of teachers, and teacher attitudes.

The assistant superintendent discussed subjects such as teacher responsibilities as related to duties mentioned in the Education Code, reports required of teachers, and the length of the teacher's day.

The director of education presented such topics as instructional responsibilities, supervision of instruction, lesson plans, and professional status.

Our Supervisor of Special Services brought to the class booklets available from CTA and NEA, such as *Policies for Ethics Commission Studies*, *Administrator Ethics in Personnel Matters*, *Ethics for Teachers*, *Co-Oper-Action*, *Lifting Standards of Preparation*, and *Sample Personnel Policies*.

The business manager discussed leaves of all kinds, payroll problems, and other topics related to the financial aspects of the school's operation.

A part of each class period was reserved for questions to be raised by members of the class. These questions could be on any subject pertaining to teachers and their





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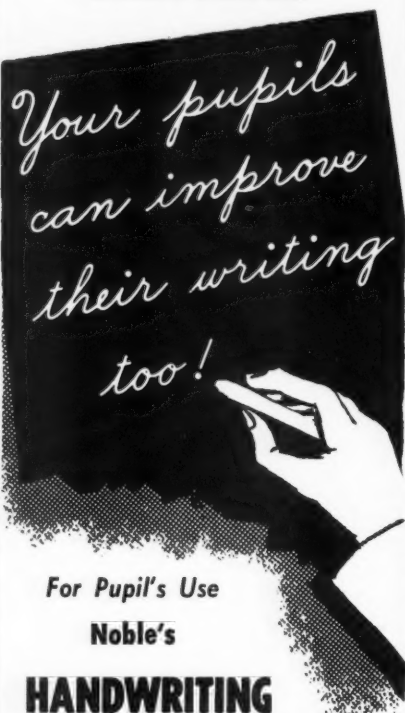
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problems: school law, finance, district policies, etc.

Throughout the course a great deal of emphasis was put on "Professional Rights" and "Professional Responsibilities." The feature in the September 1957 issue of *CTA Journal*, "Toward Professional Maturity" by Dr. Corey, was used to help us define our goals. Individual research found examples of good projects being completed by and for teachers, and also practices which the profession should not tolerate.

For the 30 hours of class time, each teacher was given two units of district credit which could be used for hurdle requirements and group placement. A questionnaire indicated high commendation of this course. It will probably be repeated each year.

MARION HUBER  
Director of Education  
Arcade School District

**RESIST RIDICULE**

I have been attempting to study the amount of "benefit" or "harm" that is done to the profession of teaching by depicting the teacher as a pauper.

Programs on TV and radio, and jokes in newspapers and magazines for many years have delighted in portraying the teacher as an educated, *always underpaid*, and sometime dedicated, public servant.

The intent may be to encourage the uplifting of the teaching profession, but it appears that the result is a *stabilization of public feeling that the teacher is resigned to such a life*. Rarely does one find the same public ridicule of the lawyer, doctor, engineer or scientist. They, it seems, have been able to obtain adequate salaries and community respect without ridicule by actors, comedians or cartoonists.

The public has become accustomed to phrases such as, "if you marry me, I will quit teaching and get a job to support you," etc., etc. Through continuous bombardment of the old worn-out "poor teacher" jokes, the public actually believes the teacher is *resigned* to his fate of dedication to duty without hope of adequate economic or social recognition.

The teaching profession should request that the nation's communication media refrain from portraying the teacher as being resigned to his lot. The advancements that have come to the teacher over the years have been made possible by the National Education Association and local and state teacher organizations.

Professional recognition can be attained through: (1) constant elevation of teacher standards; (2) public enlightenment; (3) teachers' participation in their professional associations.

—JOHN J. MIRICH  
Twenty-nine Palms

*what I'd like to know is ...*

Professional questions may be addressed to Harry A. Fosdick, CTA Public Relations Executive

**Benefit Without Cost**

*Q. If the CTA's proposal for survivorship benefits under the Teachers Retirement System is adopted by the Legislature, how much will the monthly contributions by the teachers be increased? I have no dependents, and am a little reluctant to have my contributions increased to provide benefits in which I can't participate.*

Ans. Under the proposal as sponsored by CTA, the survivorship benefits would be added without additional costs to any teacher. Those with dependents will be eligible for benefits in which you have no interest, but the added protection will not be at your expense.

**Extra Pay Withheld**

*Q. Teachers who have student teachers under their direction from state colleges receive certain remuneration varying from \$15 to \$25 per semester. In neighboring districts, this money is given to the teachers involved. Our superintendent says the money cannot be paid legally to the teachers, so he administers it himself. If we earn the money, shouldn't we be able to use the funds as we see fit?*

Ans. When the CTA Committee on Teacher Education sponsored legislation to provide the money through which the state colleges could make some small payments to school districts where their trainees

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were doing student teaching, it was the intent that this money should be used by the district for improvement in teacher education services, either pre-service or in-service. We realize that some districts are passing this money on to the supervising teachers.

I'm informed that this question is scheduled for re-study by the Committee on Teacher Education. In the meantime, it would seem appropriate for the professional relations or teacher education committee of your local association to study the question and make recommendations satisfactory to those who are participating in the program and to the total staff.

## Pay on Hourly Basis

*Q. Some elementary school districts are employing teachers for summer school teaching on an hourly rate such as \$2.50 or \$3 per hour, assuming that no work is done outside of class. Is it ethical for a teacher to work on an hourly basis such as this and is there any CTA policy which might guide a district in establishing a pay scale?*

*Ans.* The hourly pay for summer school teachers in elementary districts is not illegal. Since the question has never been referred to us before, the CTA has not developed a policy which would identify this as an ethics issue. It probably would be viewed much as is hourly pay for adult school teaching.

In December, the State Council did adopt a policy which might be related to this question. It declares that extension of the school year beyond the number of days for which the district receives regular state apportionments should be accompanied by proportionate increases in salary payments to teachers. This policy would require payment at the same rate as specified in the district salary policy for the regular school year.

I'm referring your question to the CTA Salary Committee for further study. With the great increase now taking place in summer school attendance, I'm sure the committee will be interested in working on this problem.

## Retroactive Effect

**Q.** What will be the position of teachers now employed on provisional credentials and already embarked on a plan of study with an accredited institution under the proposed credential revision program? Will these changes inflict requirements retroactive to the time when I began my present plan?

**Ans.** None of the proposals now under study for credential revision in California would impose retroactive requirements on people already in the credential program. They would affect only those entering the program after the date of adoption.

## Returns to Beneficiary

**Q.** Hypothetically, I have paid \$5,000 into the retirement system and have just retired. I received two payments of \$250 each, after which I pass away suddenly. Does my widow get the \$4,500 which I had paid in but have not yet received in retirement payments? Would my widow receive anything at all, once I am deceased?

**Ans.** If you're familiar with any commercial annuity policy and realize that the California State Teachers Retirement System is operated on the same principles, you will recognize the logic of the unpleasant answers to your two questions. In the case you describe, the widow would not be refunded your retirement contributions if you die AFTER retirement.

Under present law, upon your death after retirement, your widow

(Continued to page 60)

## CALENDAR

(Continued from page 7)

### APRIL

- 3—Southern California annual school public relations conference; Hotel Statler-Hilton, Los Angeles
- 3—Bay Section board of directors meeting; Burlingame
- 3-4—Audio-Visual Education Assn.

- of California, Northern Section meeting; Alturas
- 4—Central Section good teaching conference; Fresno
- 4—CSF Southern Region conference; Pomona College, Claremont
- 7-11—Council for Exceptional Children, 36th annual convention; Atlantic City, N. J.
- 9—Commission on Educational Policy; Asilomar

- 9—NEA relations commission; Asilomar
- 9—Classroom teacher presidents; Asilomar
- 9—Central Section board of directors; Asilomar
- 9-12—California Assn. of Women Deans and Vice Principals, biennial conference; Huntington-Sheraton Hotel, Pasadena
- 10-11—CTA STATE COUNCIL; Asilomar

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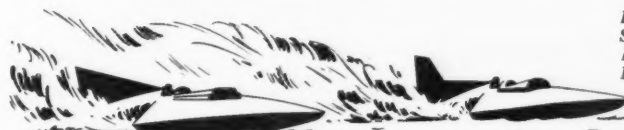
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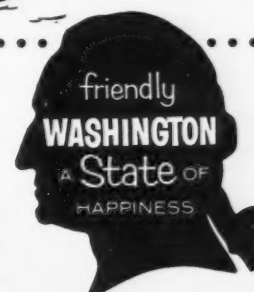
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## APP L

- 10-11—California Assn. for Supervision and Curriculum Development, Bay Section meeting; Sonoma Mission Inn
- 11—State board of directors; Asilomar
- 11—CSF South Central Region conference; Manual Arts high school and University of Southern California, Los Angeles
- 12-15—California Assn. of Public School Business Officials, annual conference; El Cortez Hotel, San Diego
- 12-18—NATIONAL LIBRARY WEEK
- 13-14—CRTA state board of directors meeting; Sacramento
- 13-16—Department of Audio-Visual Instruction, NEA; national convention; Seattle, Wash.

## HOW TRIPPINGLY . . .

(Continued from page 21)

analogy employed by many instructors at this point is not entirely valid. They cite the case of the ballerina or the concert pianist who, although generously endowed by nature with certain requisite attributes, would not have attained such great skill without training and practice. Talent without work is only raw unfinished material. This much of their argument must be granted; however, skill in dancing or keyboard performance *per se* is the object of the training regimen. Training in articulation has the goal of improving the vehicle so that our thinking may be the better conveyed, not so that we may go through life attracting attention to our pear-shaped vowels and popped plosives! The rejoinder here might be that the ballerina and the pianist also use their respective artistry to interpret specific ideas and emotions. Yet the performance is still their main goal while voice training is but the development of a tool for effective communication in every life activity involving speech.

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portunity for self-inspection. Lord Chesterfield tendered similar advice in a letter to his son, urging him to "... beg of any friend you converse with to remind and stop you, if you ever fall into a rapid and unintelligible mutter." The advice of these men is still pertinent. Criticism by the teacher, parents, and other qualified adults should be helpful, but the student must realize that only he can do the hard work needed to revise his language habits. Wire and tape recordings can provide frequent check-

ups on progress, as well as affording means for effective drill sessions. Replaying of an especially glaring error many times may so disgust the student that he will determine to improve at all cost.

The enthusiastic teacher armed only with such material as that recommended in this brief article may yet be of service. Surely our pronunciation and articulation fields are "white unto harvest." Much can be done if we see the need and proffer our help. ★★

## WAKE UP AND READ

(Continued from page 13)

ulty members being acquainted with materials available in their own fields. John Wetzler, librarian at Bakersfield junior college, stressed the importance of the use of bibliographies.

Mr. Onstatt and Dr. Bortolozzo both maintain that complete academic freedom must be maintained for both students and faculty. Through intelligent assignments, students may be given the opportunity of acquiring knowledge on all sides of current affairs.

For the faculty member who

"wouldn't have time" and for the rest of the school staff who "doesn't have the know how," the following steps are pertinent to better teaching in our schools:

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Avid interest in both new and standard reference books.

Basic knowledge of how to use a library.

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3. Make your pens carefully. You may whittle nibs for the individual tastes of your children.
4. Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.
5. After 10 hours in school the teachers should spend the remaining time reading the Bible or other good books.
6. Women teachers who marry or engage in other unseemly conduct will be dismissed.
7. Every teacher should lay aside from each pay a goodly sum of his earnings for his declining years so that he will not become a burden on society.
8. Any teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reason to suspect his worth, intentions, integrity and honesty.
9. The teacher who performs his labors faithfully and without fault for five years will be given an increase of 25c per week in his pay providing the Board of Education approves.

—Reprinted from "Teleparent," bulletin of the Pedro Valley Parent-Teachers Association, San Mateo county.

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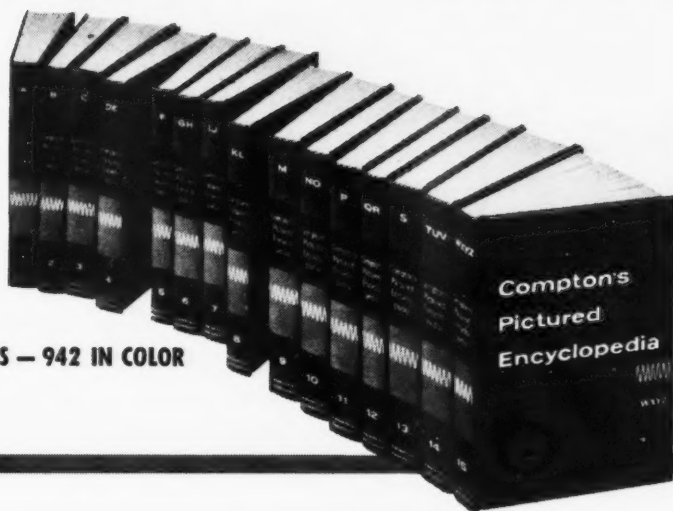
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Important cities, to name a few, such as Detroit, Baltimore, New York, Jerusalem, Toronto, and Quebec, received new treatment, as did such tension spots as Lebanon, Arabia, and Syria.



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Orientation of faculty and students to use of books and libraries.

Inclusion of "Use of the Library" in audio-visual courses now required for California teachers.

## KNOWLEDGE OF THE BASIC TOOLS OF EVERY LIBRARY

Card catalogue: The index to all the books in the library which is arranged in alphabetical order and includes names of authors, titles of books, and subject matter of materials.

Classification number: The number which appears in the left hand corner of the 3 x 5 index card in the card catalogue and on the spines of the books arranged in numerical order on library shelves.

Bibliographic tools: Lists of books such as Cumulative Book Index, by subject matter, publication or classification number.

Standard references: Books which are basic informational sources for general or particular subjects.

Periodical indexes: Lists of published magazine articles, such as *Reader's Guide to Periodical Literature*, arranged by author, title, and subject in alphabetical form.

Reviewing tools: Reviews and annotations on new books, such as *Book Review Digest*.

## EXPECTED TEACHING RESULTS FROM USE OF THE LIBRARY

More authoritative information.

Lectures and discussions that are more interesting and alive.

Better educated students.

A thorough knowledge of research materials.

Orientation of students in the use of books and libraries and subsequent value in intellectual exploration after school.

"Wouldn't have time to use the library" instructors should remember the motto for National Library Week, April 12-18, "WAKE UP AND READ." Remember a teacher is not a teacher, nor a student a student, who is content with printed pages of the textbook. ★★

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100 MG.		500 MG.	
100 for	\$1.25	100 for	\$1.40
250 for	\$2.75	250 for	\$3.25
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## RESEARCH . . .

(Continued from page 24)

ings caused by the exaggerated implications of the word itself, he will discover that he is qualified, with some instruction, to carry on studies that can be of immense value to his field and highly stimulating to himself.

There is no question but what there are wide differences in the nature of projects that might be attempted. Some are immense, time-consuming, expensive and complex, such as Terman's studies of genius, while others might be (and many are!) very limited in scope and focused on a very small but nonetheless important problem, inexpensively conducted by two teachers working across the hall from each other.

There is not a lot of difference between the type of research one does, for example, in helping one's little boy fly a kite and the more formal research that each of us should be doing in his professional area. Nor is there much difference between trying out a few ideas in baking a cake, building a dog-house, or purchasing a new home, and formal research. About the only difference is a matter of following a few rules of the game, each of which was arrived at for good reason.

A problem is discovered (your son wants help flying the kite); the problem is defined (what kind of kite, where should we fly it, what are the weather conditions, materials needed, etc.); some hypothetical con-



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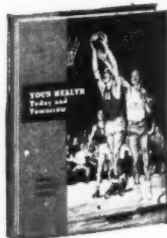
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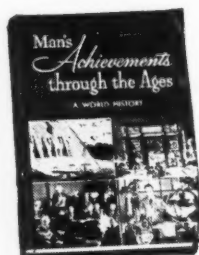
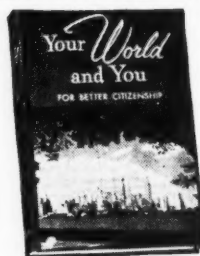
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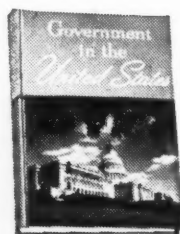
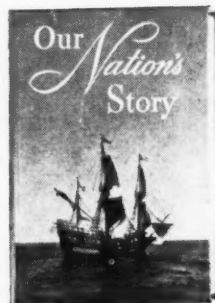


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**MAN'S ACHIEVEMENTS THROUGH THE AGES**

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clusions are drawn ("It's too windy today, son, I'm sure it won't fly... let's watch T.V." or "We'll need a long tail and strong string and plenty of room, then it may fly."); the procedure is followed and the kite flies, or doesn't fly.

In the latter case the steps in the procedure are repeated, with the substitution of just one factor, others remaining constant ("Too much tail.") until success crowns father's and son's efforts. Then the neighbor, whose son wishes to fly his kite, is given instructions based on discoveries made, and the final step of the research project is completed: publishing the results.

The teacher who is interested in carrying on research and in developing research habits in his pupils (and all teachers should be interested) has some resources that will help prepare him for this interesting and vital phase of his work. College courses in methods of research naturally suggest themselves as a means of providing the necessary background. There are books and other resources for preparing to teach, and do, research. Just talking to others who have attempted research projects will motivate and educate.

Methods of research are normal and natural processes that man uses almost daily. From one point of view, the ability and inclination to do research may be one of the real differences between man and the lower animals. (Kohler's apes, their jointed sticks, and the hanging bunch of bananas perhaps to the contrary.)

Fortunately, children haven't had time to be conditioned against the word "research". In many instances they have developed real admiration for those who do research, and are anxious to try their hand at something so designated.

Children should be made aware that civilized living requires research; that progress personally and sociologically demands research; that the natural inclination to solve problems requires only the application of certain established methods in order for it to become research, and in becoming research, to benefit others beyond the scope of one's own personal problems.

With boys and girls from kindergarten through high school there is hardly any need to search for problems to investigate. The world is before them and their minds are filled with questions about it. No need to "select a problem," for inquisitive young people propose more than can be studied.

When motivation, direction, and instruction are provided by the teacher, basic scientific attitudes and sound methods of investigation may be taught children. But the research approach is not learned in one lesson any more than democratic living may be learned in one lesson: both must start early with the simple and easily understood concepts, moving to the complex through a regular progression of steps.

The kindergarten group does its research on the problem of setting up proper conditions for their several turtles; fifth graders have a small incubator and are studying the hatching times of selected types of eggs; eighth graders are doing some research on local weather conditions and their effects on the behavior of children their own ages; high school students in history classes are pursuing a study to find out who, of the great men of history, are known to present-day community leaders.

All along the line wherever the "unit" approach to teaching is in effect, using as it does the broad and many-sided study of a major topic, research methods are being used, even though these may be primarily library research. Here, teacher and children are learning in the most natural problem-solving manner to apply the methods of research to their work . . . and perhaps to problems in their own lives.

At a time when we are trying to meet individual differences in scholastic ability and interests of children, nothing is more useful in accomplishing this than the application of research methods to their instruction. Working individually, or in committees, academically talented pupils may pursue research projects growing out of special interests, or developing from needs in the classroom. In doing so they follow the basic

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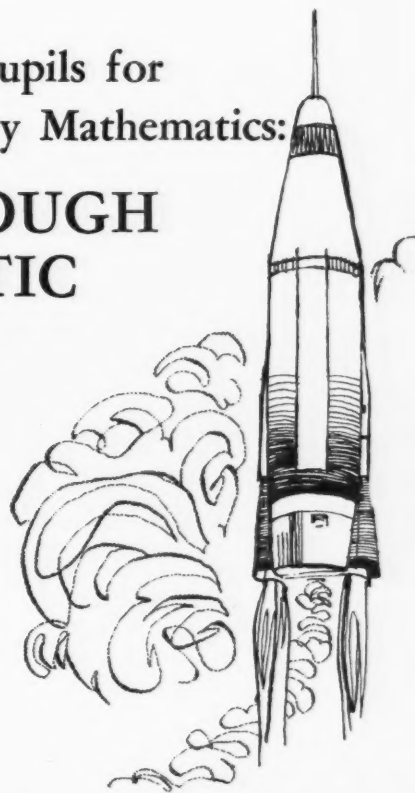
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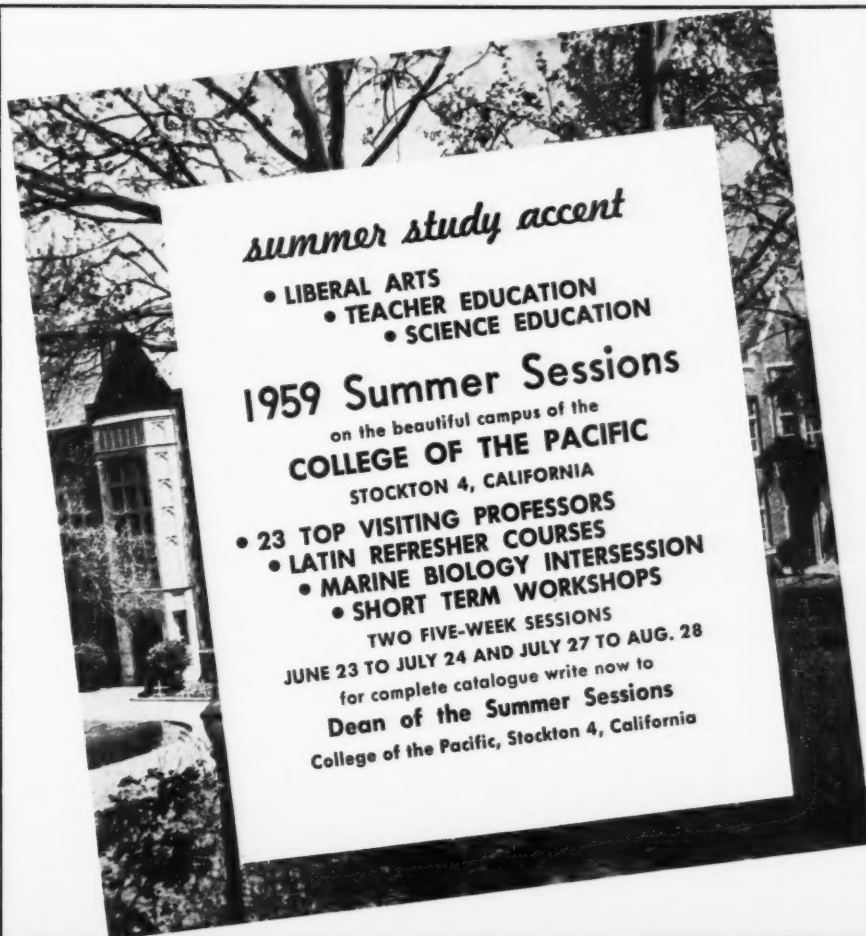
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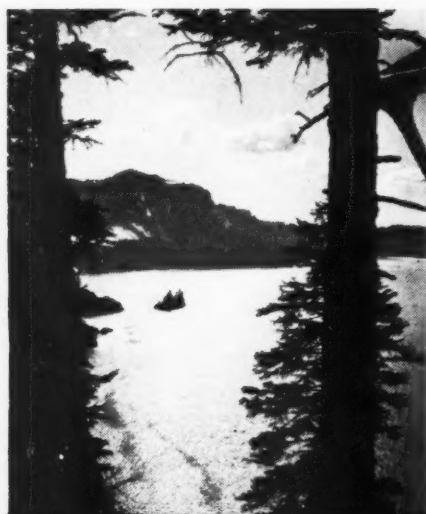
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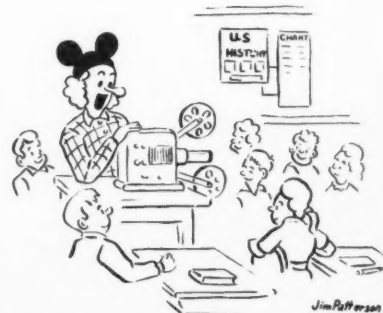
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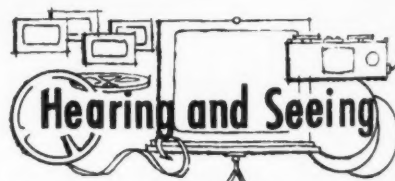
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methods of research and report their findings to the rest of their group, both orally and in writing. Students of all levels of ability, in fact, will be able to find appropriate types of research projects to fit their abilities and interests, even as some may find it necessary to participate longer in the regular types of group instruction.

Research is not a bad word. It is a way of life for normally intelligent human beings. The more skillful more people can become in the application of research methods to their personal and professional lives the more productive they will be. Only as teachers understand and use the methods of research and are capable of teaching their pupils in its philosophy and use, can improvement in people and their way of life be assured. ★★



"Class, I have a film I know you will all enjoy."



A section on audio-visual aids for the classroom, conducted by H. Barret Patton, San Jose.

### BILL ALLEN APPOINTED TV CONSULTANT

The growing need for a special state consultant in educational television, to facilitate preparation of a statement of basic policy and guiding principles for guidance of officials of the state department of education, led to appointment of Dr. William H. Allen, former editor of *Audio-Visual Communication Review*, a publication of the Department of Audio-Visual Instruction of the NEA. He will summarize findings in educational television research, confer with

leaders in educational television throughout California, and prepare a basic statement for the reaction of and possible subsequent adoption by the state department of education.

Dr. Allen's years of experience as a teacher, as a county audio-visual director, as coordinator of the Extension Division Television Operation at the University of Wisconsin, qualify him for this assignment. His recent special review of audio-visual communication research for the U. S. Office of Education under Title VII of the National Defense Education Act of 1958, was an exceptionally valuable contribution.

County and city superintendents of schools, presidents of accredited institutions, presidents of junior colleges, and audio-visual personnel will be contacted by Dr. Allen in the near future relative to educational television developments in their areas. Dr. Allen's work will be conducted in close cooperation with the division of state colleges and teacher education, the division of public school administration, and other appropriate divisions of the department of education.

#### UNITED NATIONS FILM CATALOG

Persons interested in obtaining a list of United Nations rental or purchase films (16 mm., of course) may write to William M. Dennis Film Libraries, 2506½ West 7th St., Los Angeles 5. Applications for television showings should be addressed to Operations and Facilities Service, Room 845, Office of Public Information, United Nations, New York.

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**EL CUMPLEAÑOS DE PEPITA.** Film: 16 min., Color, \$150, 24-page illustrated guide 69c a copy, for classes in elementary Spanish; International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago 4, Ill. Home environment of people of Patzcuaro, Michoacan, Mexico, on the occasion of a birthday excursion by Pepita and her father, with an intimate family fiesta, the traditional birthday song, "Las Mañanitas" and the breaking of the piñata by de-

## Notes in the Margin (See page 16)

It's a space-and-science age we're living in, and materials to help the science teacher do a better job become more and more important. *Saturday Evening Post* has made available reprints of an August 16, 1958 article entitled, "The Coming Exploration in Space." This is the ninth in the *Post* "Adventures of the Mind" Series. Packets of the reprints are sent to all principals' offices, and teachers can order up to 35 copies of any reprint free of charge. If you haven't seen the latest release, request it from the Educational Bureau at Curtis Publishing Company, Philadelphia 5, Penna.

Among numerous free materials for the science teacher are *How to Teach Contemporary Science Events*, a resource unit based on the experimentation of 25 master science teachers. Request on letterhead from Allan Carpenter, 200 E. Ontario St., Chicago 11. Also free is *Missiles and Rockets Encyclopedia*, 32 pages, full color, which will help teachers answer questions regarding basic information on space vehicles and rockets. Must also be requested on letterhead, from Revell, Inc., Venice, Calif.

Not free, but of interest to science teachers are: *Moon Trip*, a simply-written book on a projected trip to the moon, written by two research scientists, presently employed in space research. Non-fiction, intended for readers in grades 4-6. By Nephew and Chester. Hardcover, \$2.75, 63 pages. From Perc B. Sapsis, P.O. Box 165, Carmel. Also, *Rays, Visible and Invisible*, by Fred Reinfield, presenting material from scientific sources on radiation, radar, solar, gamma and cosmic rays. Hardcover, 201 pages, \$3.50. Published by Sterling Publishing Co., 419 - 4th Ave., New York 16.

Convair, a division of General Dynamics Corporation, has made a booklet entitled *Space Primer* available to teachers free on single copy orders. The 72-page booklet offers explanations of such subjects as rocket propulsion, the motion of satellites, and ways in which man can reach the moon and planets. Write Convair-Astronautics, Dept. 120, P.O. Box 1128, San Diego.

There is a new booklet from National Aviation Council containing suggestions for teachers of grades 1 through 3 on how the world of aviation may be integrated into regular classroom instruction. Costs 50c. Ask for *Aviation Units for the Primary Grades*, from the Council at 1025 Connecticut Avenue, N.W., Washington 6, D.C.

lighted small friends and neighbors, are features of this film. Narration is easily understood and the guidebook, written by Carlos Castillo, Ph.D., University of Chicago, provides the student of the second semester of first year Spanish with abundant marginal notes, exercises, a complete Spanish-English vocabulary. For the teacher it includes suggested techniques for using film and text.

New publications from the State Department of Education in Sacramento include:

—*Trade and Industrial Education in California Public High Schools*, prepared by Karl A. Thomte, Bureau of Industrial Education. This is the report of the 1956-57 statewide study on the subject. Bulletin No. 13, Vol. XXVII.

—*California's Teachers: Their Professional Qualifications, Experience and the Size of Their Classes, 1956-57*, prepared by the Bureau of Education Research, Bulletin No. 10, Vol. XXVII.

Here are publications from the U. S. Office of Education, which should be ordered from the Superintendent of Documents, U. S. Govt. Printing Office, Washington 25, D.C.:

—*Opening (Fall) Enrollment in Higher Education, 1958: Institutional Data*. Circular No. 544, price 30c.

—*The Rural School Survey, Statistics of Public School Systems in 101 of the Most Rural Counties 1955-56*. Circular No. 529, 20c.

—*Studies in Comparative Education*, a bibliography of 1957 publications compiled by Kathryn G. Heath. Free.

Publications from Teachers College, Bureau of Publications, Columbia University, include:

—*The High School Principal and Staff Plan for Program Improvement*, by Paul M. Mitchum. This is a publication in the Secondary School Administration Series edited by David B. Austin. Dr. Mitchum describes a cooperative procedure which has proved successful, derived from daily practice in the field, and from the findings of recent researches. 103 pages, \$1.25.

—*Improving Children's Facility in Problem Solving*, by Alma Bingham. Dr. Bingham has made a thorough search for examples of teachers and children developing competence in problem solving and shows the nature and importance of this dimension in education. 85 pages, \$1.

—*A Classroom Teacher's Guide to Physical Education*, by C. Eric Pearson. For elementary school classroom teachers who want to know more about directing their pupils' physical education activities. 127 pages, \$1.50.

—*Observing and Recording the Behavior of Young Children*, by Dorothy H. Cohen and Virginia Stern. Written especially for teachers in the lower elementary grades. 80 pages, \$1.



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from University of Chicago Press, 5750  
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tains approximately 100 reviews of current  
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children.

The proceedings of the Twenty-first An-  
nual Conference on Reading, held at Uni-  
versity of Chicago, have been published in  
a 208-page volume entitled *Evaluation of  
Reading*. Compiled and edited by Helen M.  
Robinson, the book contains contributions  
from Ralph W. Tyler, George D. Spache  
and others. \$3.50 from University of Chi-  
cago Press.

*Guiding Growth in Written Expression*,  
Vol. III, is the fifth title in this series of  
language arts supplements to Educating the  
Children of Los Angeles County: A Course  
of Study for Elementary Schools. The vol-  
ume describes ways of guiding children's  
growth in written expression in the upper  
grades. 165 pages.

National Council of Teachers of English  
has made available a portfolio called  
*Writing*, containing twelve articles which  
represent the best approaches to the sub-  
ject of high school writing. Cost is \$1 a  
copy from the Council at 704 S. 6th Street,  
Champaign, Illinois.

*Education and Freedom*, the new book by  
Vice Admiral H. G. Rickover, published  
January 30, is based on the Admiral's belief  
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directly threaten national security. Pub-  
lished by E. P. Dutton, 300 - 4th Avenue,  
New York 10, at \$3.50.

*Corridors of Light*, by Eleanor G. Brown,  
is the story of this remarkable blind  
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—New American Library (paperback  
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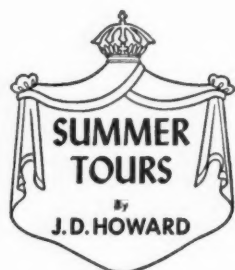
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### FINANCIAL SUPPORT DOCUMENT

Members of local salary committees who wish to expand their understanding of public school finance will find an excellent reference work in *Report to the California Legislature on the Study of Public School Support*, a 211 page paper-bound book which came off the presses of the state printing office in January. Only 3,000 copies of this valuable book were printed but it is available to school administrators throughout the state.

In 1957 the Legislature provided for a detailed study, to include operation, important factors, administration, recommendations for improvement, adequacy, extent, school fund requirements, and a summary of recommendations regarding public school support. The state superintendent of public instruction was charged with responsibility and his staff was ably supported by a general advisory committee and a technical advisory committee composed of representatives of many statewide organizations. Dr. Wallace Hall, associate superintendent of public instruction and chief of the division of public school administration, supervised the compilation of the report and chaired the committees.

Text of the book not only provides a lucid explanation of the operation of current state support formulas, but the recommendations provide reasons behind policy decisions of the State Council of Education and CTA's support of school finance bills now before the Legislature. J.W.M.

**ELEMENTS OF THE UNIVERSE** by Glenn T. Seaborg and Evans G. Valens. 253 pages; clothbound. Index. E. P. Dutton & Co., Inc., 1958. \$3.95.

Of the making of books there is no end. But of books of *this* kind there are too few. Here we have a stirring and dramatic account of the elements of the Periodic Table related historically and experimentally. Events are recited from the time of the alchemists to the "day before yesterday"—from earth, air, fire and water to the elements beyond 100. And the very recent elements are so described that the reader may understand.

This is a remarkable book, good at once for layman and scientist. It is especially worthwhile for younger readers, since it communicates the "spirit of science." Of this we need more, especially at the hands of men like Seaborg, Segre, Lawrence, McMillan and others. And we need more of their dynamic intellectual spirit in the classroom!

The format is attractive, the text well illustrated and easy to read. The appendix gives the origin of the names of the elements and there is an excellent "further reading" list. What can you buy for four dollars containing so much of lasting value?

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## ROOSEVELTER REPORT

(Continued from page 17)

There is a discussion of how teachers may be broadly trained, of the problem of the graduate education of teachers. It then says "We can be certain that there will never be enough teachers with the extraordinary human gifts which make for inspired teaching. We must therefore utilize our superior teachers more effectively."

In a section on new patterns of teacher utilization in which it makes reference to educational television it goes on to say "It is important to accept the desirability of a rigorous reappraisal of present patterns and courageous experimentation with new patterns. This must include a candid weighing of essentials and nonessentials in the curriculum; more flexible and imaginative approaches to the problem of class size."

Most teachers would be in agreement with "but until we pay teachers at least as well as the middle echelon of executives we cannot expect the profession to attract its full share of the available range of talents. Salaries must be raised immediately and substantially. Almost as important as the level of pay is the fact that promotional policy for most school systems is routine and depends much more on seniority than on merit. And the top salary must constitute a meaningful incentive. Those with more than modest financial needs and responsibilities can only solve their problems by becoming administrators or by leaving education altogether."

The section on "Science Education" makes a plea for broadly trained scientists. "There is a danger of training scientists so narrowly in their specialties that they are unprepared to shoulder the moral and civic responsibilities which the modern world thrusts upon them." It then adds "But just as we must insist that every scientist be broadly educated, so we must see to it that every educated person be literate in science."

In the section on "The Identification of Talent and the Uses of Diversity" there is the finest summary in the use of tests that has yet appeared. It says such things as "testing procedures unwisely used can do harm"



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and that "no single test should become a basis for important decisions" or, again "test scores are one kind of data to be placed alongside other kinds of data. The test score is not to be worshipped as a datum so decisive that it alone can be used to settle an individual's fate; it is a highly useful addition to other data but should not replace them."

There is a strong plea for guidance, for identification of the gifted in the early years, for sectioning by ability in various subjects, for advanced placement and for equality of opportunity. It says "If we recognize the necessity of diverse educational paths, it may then be easier to accept the fact that education in a four year college is not the only road to a full and useful life."

It goes on to say "Instead we should encourage all kinds of individuals to run on all kinds of tracks. In this way we can distribute very widely the rewards of self-esteem and self-respect which are the healthiest preventives of leveling reactions. We can encourage on the broadest scale that release of individual energy and positive motivation which have traditionally been among the greatest strengths of our society."

The final section on "Financing" begins with "All of the problems of the schools lead us back sooner or later to one basic problem — financing." After estimating future needs, it states that "Even allowing for considerably greater efficiency in the use of educational funds, it is likely that ten years hence our schools and colleges will require at least double their present level of financial support to handle our growing student population."

There is a carefully thought-out discussion of federal support for education, which points out that there has been "a great variety of well-established federal programs in education." . . . "There is no chance that we can turn back the clock and eliminate federal support of education."

It then gives four principles to bear in mind in appraising proposals for federal support which include "It should preserve local leadership and local control over education." There is a discussion of scholarship programs, and the problems of financing private higher education.

Chapter IV on "The Use and Mis-

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use of Human Abilities" can be no better summarized than the words of the report itself: "Unused talents lead to personal frustration but they also deprive a society of the mainspring of its vitality. To realize our ideal of maximum personal development, it is not only essential that we inspire our people to the best that is in them but it is also essential to give them an opportunity to exercise that best. A society must learn to regard every instance of a misuse of talent as an injustice to the individual and an injury to itself. And it must cultivate the ideal and the exercise of excellence by every means at its disposal."

"There exist at least four broad categories in which talent is wasted wholesale. The first one — and the one which must lie heaviest on our conscience — is our disadvantaged minorities. In addition, the better use of the talents of women and of older workers presents problems which are perplexing from the standpoint of social action. And the exercise of economically depressed areas and segments of the population continues to be a challenge for all who are concerned with the development of individual potentialities."

There is a plea for continuing education in which it says "Education is never finished. One must be continually exposed to it if one does not wish to stagnate. A degree is not an education, and the confusion on this point is perhaps the gravest weakness in American thinking about education."

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The final Chapter on "Motivation and Values" may well be quoted in anthologies for some years to come. It begins with "Excellent performance is a blend of talent and motive, of ability fused with zeal. Aptitude without aspiration is lifeless and inert."

With this we could all agree. But then it goes on to say "And that is only part of the story. When ability is brought to life by aspiration, there is the further question of the ends to which these gifts are applied. We do not wish to nurture the man of great talent and evil purpose. Not only does high performance take place in a context of values and purpose but if it is to be worth fostering, the values and purposes must be worthy of our allegiance."

With this we would again probably agree. But this is then followed by a paragraph which really hits the reader: "Some of our more discerning critics are uneasy about the current aspirations and values of Americans. They sense a lack of purpose in Americans; they see evidence that security, conformity, and comfort are idols of the day; and they fear that our young people have lost youth's immemorial fondness for adventure, far horizons, and the challenge of the unpredictable."

The remainder of the report is then really a philosophical discussion of the pursuit of and cultivation of excellence. It makes one wonder, if in teaching we do not perhaps pass on to our pupils as much of our philosophy as we do knowledge of our content field. Certainly this philosophical discussion causes one to wonder just what effect teachers have on those who are in their classrooms. There is a challenge here that should appeal to teachers particularly who wish to do a thorough job.

The final part of the report is well worth quoting: "The students are there in the first place because generations of Americans have been profoundly committed to a republican form of government and to equality of opportunity. They benefit by a tradition of intellectual freedom because generations of ardent and stubborn men and women nourished that tradition in Western Civilization. There education is based upon the notion of the dignity and worth of the individual because those values are rooted

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Those who are concerned with the teaching of moral and spiritual values should take great comfort in words such as these.

Turning now to Freeman's book, we find an opposite situation. Here is a wordy, redundant, inaccurate, short sighted, and extremely limited view as to the future of education. Though replete with tables and graphs, upon examination one finds that they appear to serve a warped purpose.

To begin with, Freeman does not believe in education. He believes that too many are attending school,

that too much money is being spent upon them, that teachers probably don't deserve the salaries they are getting, that other countries, notably Russia, are probably doing a better job.

Ostensibly Freeman's book covers the topics: "Investment in Education," "Enrollment," "Teacher Supply and Demand," "Teachers' Salaries," "Current School Expenditures," "Classrooms," "School Building Costs," and "School Revenue Requirements in 1970."

In each chapter there are numerous tables and occasional graphs but in almost every case they are loaded or distorted so as to reach certain "conclusions" which Freeman had already adopted. These "conclusions," or as the NEA Review calls them "points of view" are: (1) Freeman believes that America's investment in education is unwise national policy, (2) that fewer American youths should attend high school, (3) that a teacher's productivity is measured by the number of students in his class, (4) that we should look backward for statistical yardsticks to measure American education.

What is most alarming about this book is the misuse of statistics. This is accomplished by omitting relevant information, by making false comparisons, by comparing with atypical years, by rearranging quotations so that they have a very different meaning, and by downright distortion.

Freeman's "solutions" involve: larger classes, limiting the curriculum, going on double shift and four-quarter plans, wider use of television, and generally spending as little as possible on education.

With all due respect to Stan Frieberg's record on "Green Christmas," it does seem that Freeman's view on education is much the same as what the Frieberg record is criticizing. Namely, that education costs money, therefore the less the better.

It will be interesting in the days ahead to see which of these reports will have the greater long-term significance. We shall call 1958 the year of the Rockefeller Report. Scholars of the future will find it difficult to learn, even, who Roger Freeman was. ★★

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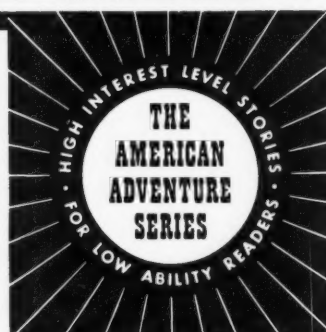
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67. **Aviation Teaching Aids Folder.** A form listing free materials available for aviation education teaching. (United Air Lines)

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84. **Folder on 6-week Hawaii Summer Program for teachers.** Gives costs, accommodations, courses available. See ad on page 48. (University Study Tours)

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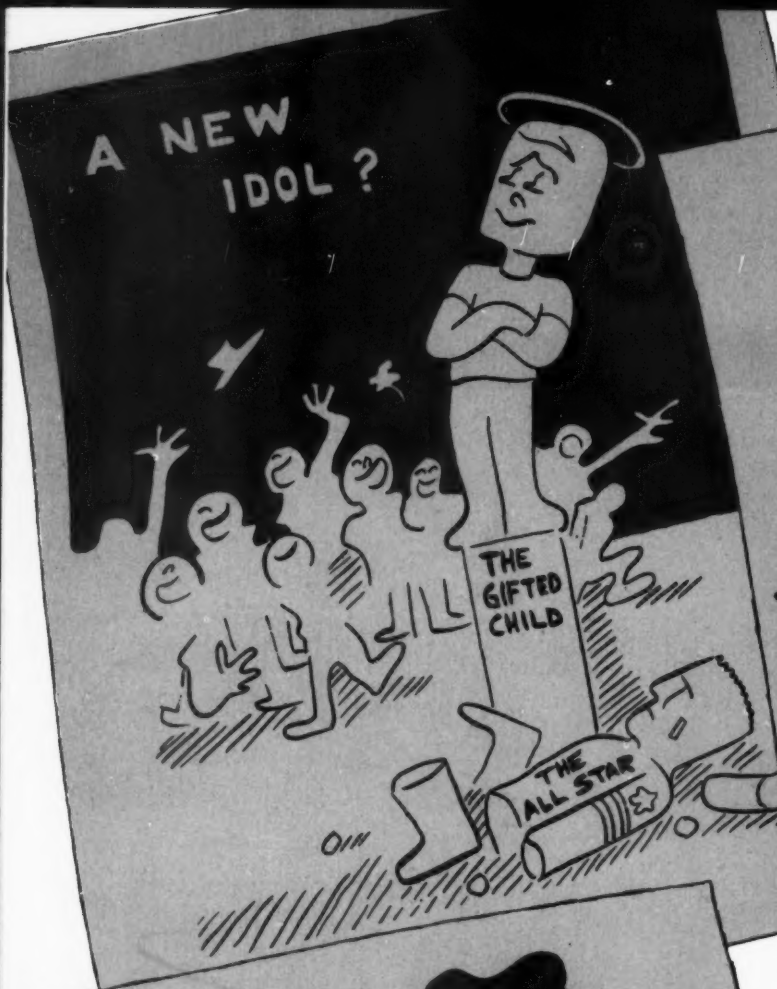
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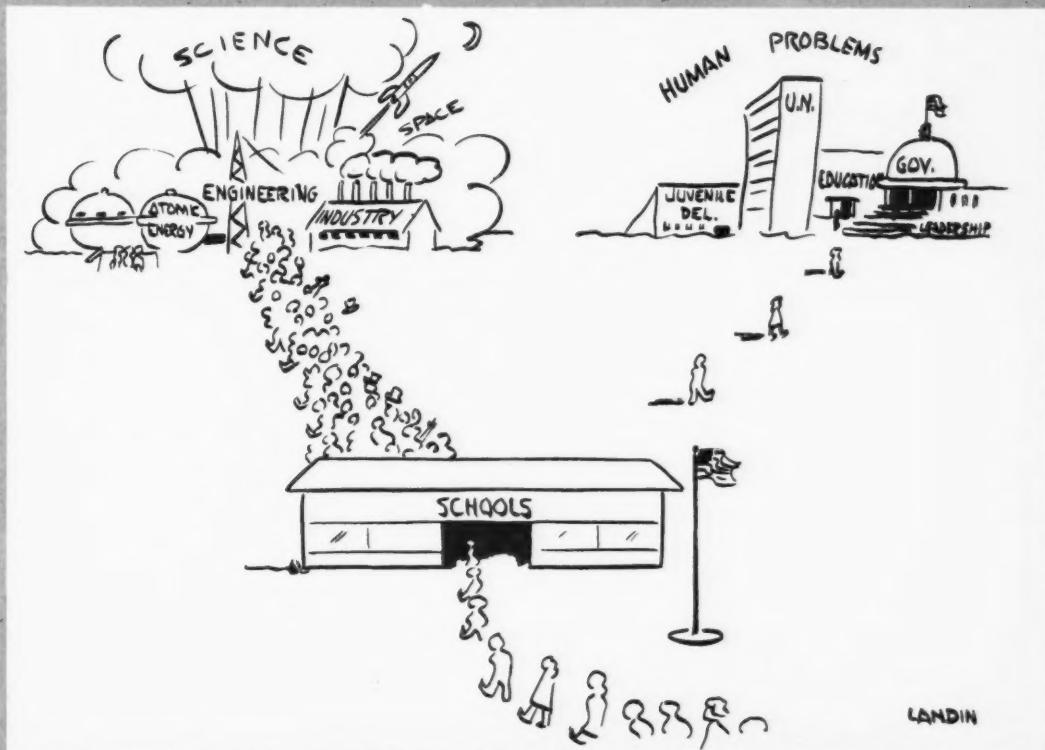
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1959



CONCERNED over "the recent rush into science and gifted child programs at the sacrifice of the humanities and social sciences," Les Landin drew the cartoons on these facing pages. We think they speak eloquently of

some of the issues before us in American schools today. Landin, who has been drawing cartoons for the *CTA Journal* for six years, is principal of Foothill elementary school in Saratoga, Santa Clara county.



## What I'd Like to Know Is . . .

(Continued from page 37)

would receive only the \$400 death benefit unless you had selected one of the options available to you. Since most men are outlived by their wives, they usually are advised to select the option which would offer the wife maximum protection.

### Resignation Terminates

*Q. The teaching assignment I held in a district last year was discontinued. I was offered another position, but I resigned and accepted a position in my own field in another district. It appears that my original position will be reopened next year. Must the district offer the position to me before considering any other applicants?*

*Ans.* Since you resigned from the district, it has no such obligation. If you had tenure and the district had terminated your employment due to elimination of the position or decrease in enrollment, you would have first claim when the position is re-established. A resignation terminates a teacher's rights to re-employment under the tenure law. However, if you do apply and are re-employed, your tenure status then would be restored automatically despite the previous resignation.

### Use of Policies

*Q. Our association and district administration have completed recently some detailed policies and procedures for handling a professional problem. In fact, it already is being used as a model by many other districts. However, these are only association policies recognized by the administration and understood by the governing board, but they have not been adopted by the board as a part of district policy. Should we have a definite board policy incorporating these procedures?*

*Ans.* Most of us feel that recognition of professional committees in board policies symbolizes good

board-staff relations, but we haven't considered this step a point on which major effort is imperative. If the board generally understands and approves what the professional staff is attempting to do by this process the main goal has been achieved.

There even could be a disadvantage in board adoption of a policy which includes detailed association procedures. If experience shows the need for change, it would be necessary to obtain board approval of such changes before they could be effected.

I would suggest that the official board action which might be most desirable—and then only as a bulwark against a day when you might encounter an administration or board less democratic and less understanding than now prevails—would be a general policy which would prevent interference with the right of professional organizations to study and make recommendations regarding professional problems in accordance with their own pre-determined procedures.

### Waiver in Recommendation

*Q. I notice that in many of the job applications I have filled out recently, I have been asked to sign a statement that I "waive the right to hold legally*

*responsible the persons given as references in this application."* I feel that such a statement is an invitation to slander and can be a great detriment to the job-hunting applicant. How can we protect ourselves in the face of this waiver?

*Ans.* Your question is part of the general problem regarding reliance on references and recommendations in teacher employment. The statement you quote has been added due to several instances where teachers have sued or threatened to sue administrators for statements included in their evaluation. Many administrators have become so sensitive to this possibility that they refuse to write a frank evaluation but merely hint at the existence of possible sources of criticism. Often these hints have a more damaging effect than would the actual criticism which would have been included.

The waiver you sign does not apply to any reference other than the ones you list. Surely you would not be suggesting that potential employers contact persons you believe would be likely to slander your reputation. If you have any evidence that such slander is affecting your employment opportunities, CTA Field Service would be the proper source of aid in correcting your employment record. Many teachers have been helped in this way, either by correcting misinformation or by discovering the actual source of the teacher's placement problems. ★★

A VALUABLE COLUMN . . . Many readers of *CTA Journal* who have been following Harry Fosdick's "What I'd Like to Know Is . . ." since October, 1952, describe it as one of the most useful features of the Association's magazine. Harry was first invited to write the answers to questions in the *Journal's* mail when he was a Field Service representative. Since then he has assisted with legislative work in Sacramento, helped set up CTA's ethics program, and served as secretary of the Personnel Standards Commission. A former newspaper and advertising man, he now serves as CTA's Public Relations Executive. From such a broad background of experience, he can draw the right answers—and write them lucidly. Incidentally, we used to write our own questions when the mail was thin but now Harry is able to publish only about one quarter of the letters which come to his desk. Although subjects range widely, many of the questions concern professional rights and responsibilities. CTA provides no legal service to members but Field Service men are prepared to explain professional rights under the Education Code. General questions which would normally provide guidance to a large number of teachers are the ones which Harry will pick for his well-read column.—J.W.M.

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